

027.8  
K581n  
cop.2

# ILLINOIS LIBRARY STATISTICAL REPORT **18**

1982 SURVEY OF ILLINOIS SCHOOL LIBRARY

MEDIA CENTER PERSONNEL

ILLINOIS SCHOOL LIBRARY MEDIA CENTER HOLDINGS:

THE REPORT OF A 1983 SURVEY

SMALL COMPUTERS IN ILLINOIS SPECIAL LIBRARIES:

THE RESULTS OF A 1984 SURVEY

JIM EDGAR  
*Secretary of State and State Librarian*

ILLINOIS STATE LIBRARY  
*Springfield · Illinois*  
August · 1985

UNIVERSITY OF  
ILLINOIS LIBRARY  
AT URBANA-CHAMPAIGN

Illinois Library Statistical Report No. 18

	Page
1982 Survey of Illinois School Library Media Center Personnel, by David N. King .....	3
Illinois School Library Media Center Holdings: The Report of a 1983 Survey, by Herbert Goldhor .....	45
Small Computers in Illinois Special Libraries: The Results of a 1984 Survey, by Danny P. Wallace .....	111
A Complete List of Titles Published in the Illinois Library Statistical Report Series .....	151

Library Research Center

Graduate School of Library and Information Science

University of Illinois at Urbana-Champaign

Jim Edgar  
Secretary of State  
and State Librarian

Illinois State Library  
Springfield, Illinois  
August 1985

Funded by a Library Services and  
Construction Act Grant



Digitized by the Internet Archive  
in 2016 with funding from  
University of Illinois Urbana-Champaign

027.8  
K 581n  
cop. 2

# 1982 Survey of Illinois School Library Media Center Personnel

by  
David N. King  
Library Research Center  
Graduate School of Library and Information Science  
University of Illinois at Urbana-Champaign

## TABLE OF CONTENTS

	page
1. Introduction and Methodology .....	4
2. Representativeness of the Survey Data .....	5
3. Staffing of School Library Media Centers .....	10
4. Educational Preparation of Professional Media Specialists .....	12
5. Certificates Held by School Library Media Specialists .....	15
6. Teacher Preparation Course Work of Media Specialists .....	15
7. Teaching Experience of Media Specialists .....	16
8. Experience in School Library Media Centers .....	16
9. On-the-Job and Professional Activities of Media Specialists ....	17
10. Personal Characteristics of Media Specialists .....	18
11. Conclusion .....	21
12. How to Read the Tables .....	22
Appendix A: Responses of District Supervisors, Coordinators of School Library Media Centers, and Equivalent Personnel .....	23
Appendix B: Responses of Certificated Media Specialists .....	28
Appendix C: The Survey Form .....	41

## ACKNOWLEDGEMENTS

The compilation and analysis of the data for this report would not have been possible without the cooperation and efforts of many individuals. The IAME advisory committee, Cora E. Thomassen of the University of Illinois Graduate School of Library and Information Science, and Preston Levi of the Illinois State Library assisted in the design of the study. Many staff members of the University of Illinois Library Research Center participated, including Daisy Auyeung, Anita Booze, David Conboy, Diane Forster, Judy Kamin, Spencer Marsh, Bart Thielges, and of course the Director of the Library Research Center, Dr. Herbert Goldhor. The cooperation of the many media specialists and school district supervisors who participated in the study is especially appreciated. The author is grateful to all.

## 1. Introduction and Methodology.

In 1979 the Illinois State Library commissioned the University of Illinois Library Research Center to collect statistical data on school libraries. The first survey, which addressed aspects of staff, materials, financial support, and services of school library media centers, was conducted in 1981. The results of that study appeared in Illinois Library Statistical Report number 6, January 1983.

The present report summarizes the second survey of school library media centers. The study was designed to gather more complete data on the staffing of school libraries, and in particular on the qualifications, characteristics, duties and activities of certified professional media specialists. The Library Research Center, with the advice and assistance of a committee of the Illinois Association for Media in Education, designed and pretested the questionnaire. The final form of the questionnaire, appearing here as Appendix C, was distributed in September 1982.

The questionnaire consisted of two parts. Part A was completed by the District Supervisor, Coordinator of School Library Media Centers, or other appropriate representative of the school district. Since non-public schools are not typically organized in systems, Part A of the questionnaire was completed by representatives of individual non-public schools. Thus, the findings summarized in this report pertain to public school districts and individual non-public schools. For the sake of stylistic convenience, the term "district" as used in the text includes all data relating to public school districts and individual non-public schools.

Part B of the form was to be answered by each professional media specialist in the district. On the survey instrument, "professional media specialist" was defined as "a certificated teacher, employed in a position of professional grade whose duties require at least 18 semester hours of specialized training in media and library science at the 4-year college/university level." In this report, the terms "school librarian," "professional media specialist" and variants are used interchangeably.

Copies of both sections of the questionnaire were distributed to a random sample of library media centers in public and non-public schools. All completed forms were returned to the Library Research Center. Except for cases of obvious errors or inconsistencies which rendered a questionnaire unusable, all answers were accepted at face value. The forms were coded and data entered twice into two separate computer files. A comparison program identified discrepancies between the data files for correction. Data were then analyzed by using the Statistical Package for the Social Sciences (SPSS).

Data were examined on the basis of four general features:

1. Enrollment size. Responses were categorized as 499 or less, 500 to 1299, or 1300 or more depending upon the size of the student population in the district.



2. Grades served. Districts were categorized as either elementary (grades K-8, including combined junior high with elementary), senior high (grades 9-12, including combined junior high with high school), or K-12.
3. Geographic region. Districts were grouped on the basis of library system as located in Southern Illinois, North and Central Illinois, or the Chicago suburbs. Public school districts in Chicago were not included, but a few non-public schools in Chicago are included in the data for Chicago suburbs. A listing of library systems grouped in each region appears in the section "How to Read the Tables" preceding Appendix A.
4. Type. Schools were identified as either public or non-public.

Three statistical measures are employed in this report. Most commonly used are percentages which represent the proportion of survey respondents who answered a given question in a particular way. These percentages are based upon the number of respondents who actually answered the question; thus, the number of respondents may vary from question to question. Often, only percentages are provided in the text of the report. The appendix tables should be consulted for the complete data, including the number of respondents for each question.

A second statistical measure used here is the arithmetic mean, which represents the number of respondents providing a similar answer to a question divided by the total number of responses. The result, popularly referred to as the "average," again represents data only for those who actually responded to the question. In this report, the terms "mean" and "average" are used interchangeably to refer to the arithmetic mean.

The final statistical measure used here is the median, which is usually reported along with the mean. The median represents the number above and below which exactly half of the responses fall. It provides an indication of whether most answers to a question were clustered around the mean, or whether the mean may have been influenced by a few extreme responses. Thus, the median sometimes offers a better picture of the "typical" response.

## 2. Representativeness of the Survey Data.

A random sample of 402 public school districts (other than in Chicago) and 437 non-public schools (including some in Chicago) was generated by the Illinois State Board of Education (ISBE) for this survey. In all, there were 461 (55%) usable responses to Part A of the questionnaire, which was to be completed by the District Supervisor, Coordinator of School Library Media Centers, or other appropriate representative of the schools.

A very high response rate was obtained from the public school districts surveyed; 349 (87%) of the 402 school districts completed the questionnaire.

As may be discerned from Table 1, there was little variation in response rates among school districts of different enrollment sizes. This indicates that, based upon the random sample, the responses to Part A of the questionnaire should be representative of all public school districts in Illinois (excluding Chicago).

Table 1

Response Rate of Public School Districts  
by Enrollment Size

<u>ENROLLMENT SIZE</u>	<u>DISTRICTS SURVEYED</u>	<u>DISTRICTS RESPONDING</u>	<u>RESPONSE RATE</u>
Up to 499	141	124	88%
500 to 1299	132	114	86%
1300+	129	111	86%
TOTAL	402	349	87%

Table 2 compares the distribution of survey responses of public school districts to the statewide distribution of public school districts reported in IBHE's 1982/83 Illinois Public School Districts and Schools. Comparison on the basis of grades served shows slight variation between the distribution of public school districts responding to the questionnaire and all public school districts in Illinois. A chi-square statistical test shows that the variations in Table 2 are not statistically significant at the .05 level and can be accounted for by chance alone. This further supports the representativeness of the survey responses to Part A of the questionnaire.

Table 2

Comparison of Survey Sample to ISBE Data:  
Distribution of Public School Districts by Grades Served

<u>GRADES SERVED</u>	<u>SURVEY RESPONSES</u>	<u>STATEWIDE (ISBE) DISTRIBUTION</u>
K-8 (elementary)	130/37%	435/43%
9-12 (secondary)	49/14%	125/12%
K-12 (unit)	170/49%	448/44%
TOTAL	349/100%	1008/100%

On the basis of the foregoing, the evidence suggests that the survey returns of District Supervisors, Coordinators of School Library Media Centers, and other appropriate public school district personnel obtained through Part A of the questionnaire are representative of public school districts statewide. The representativeness of the data for media



specialists, as accumulated in Part B of the questionnaire, cannot be examined in exactly the same way, since statewide data on school librarians are not compiled in the same way that they are compiled here. Nonetheless, some comparison of the survey respondents with statewide data is possible. Figure 1 compares the percentages of male and female public school librarians who responded to the questionnaire with ISBE data on the statewide distribution of public school certified media specialists by sex. Figure 2 compares the age distribution of the same respondents with ISBE age characteristics of media specialists statewide. In both cases, the close correspondence between the Part B survey respondents and the statewide data is obvious. Thus, there is some evidence to conclude that the data derived from this survey are representative of public school districts and media specialists in public schools as a whole.

FIG.1. COMPARISON OF SURVEY SAMPLE AND ISBE DATA:  
SEX OF CERTIFIED MEDIA SPECIALISTS BY GRADES SERVED

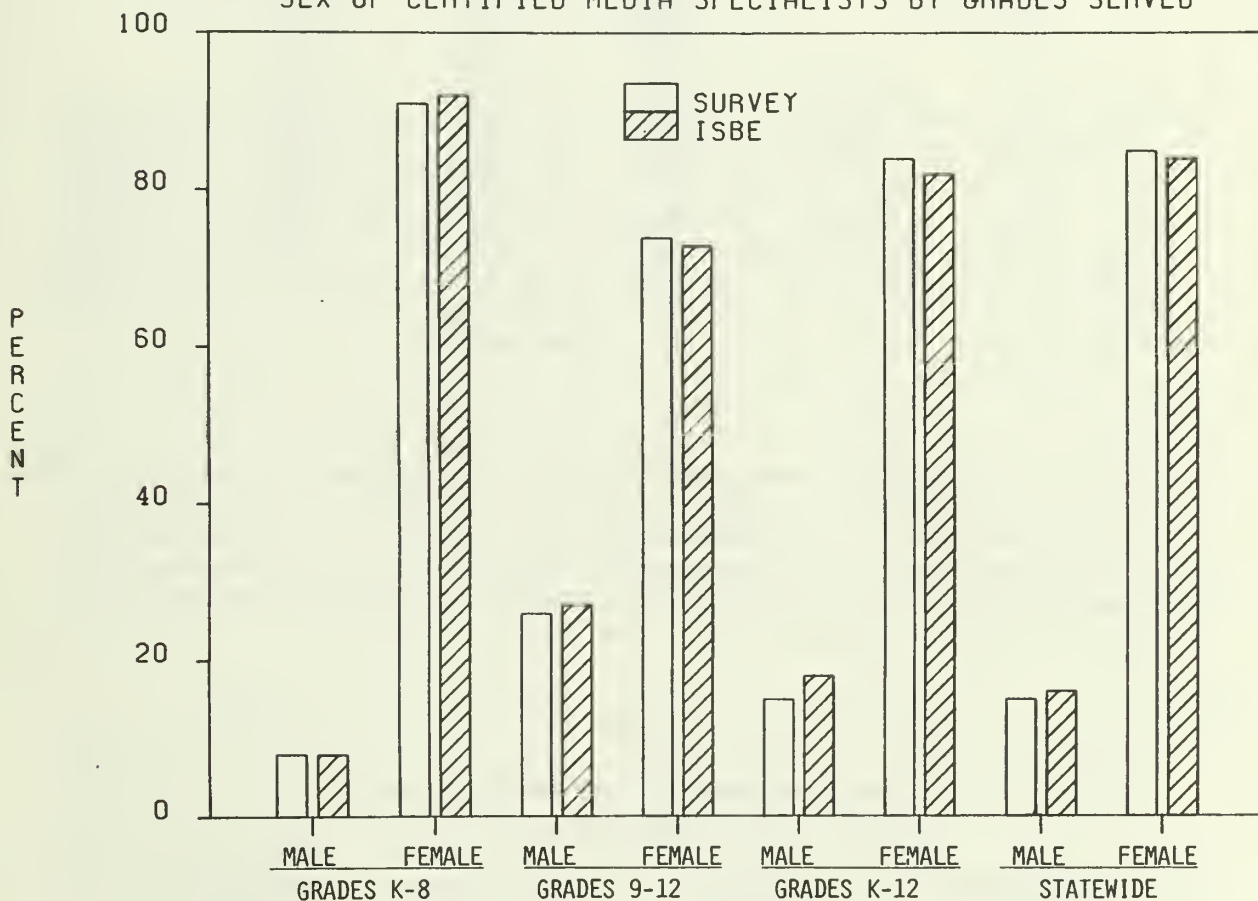
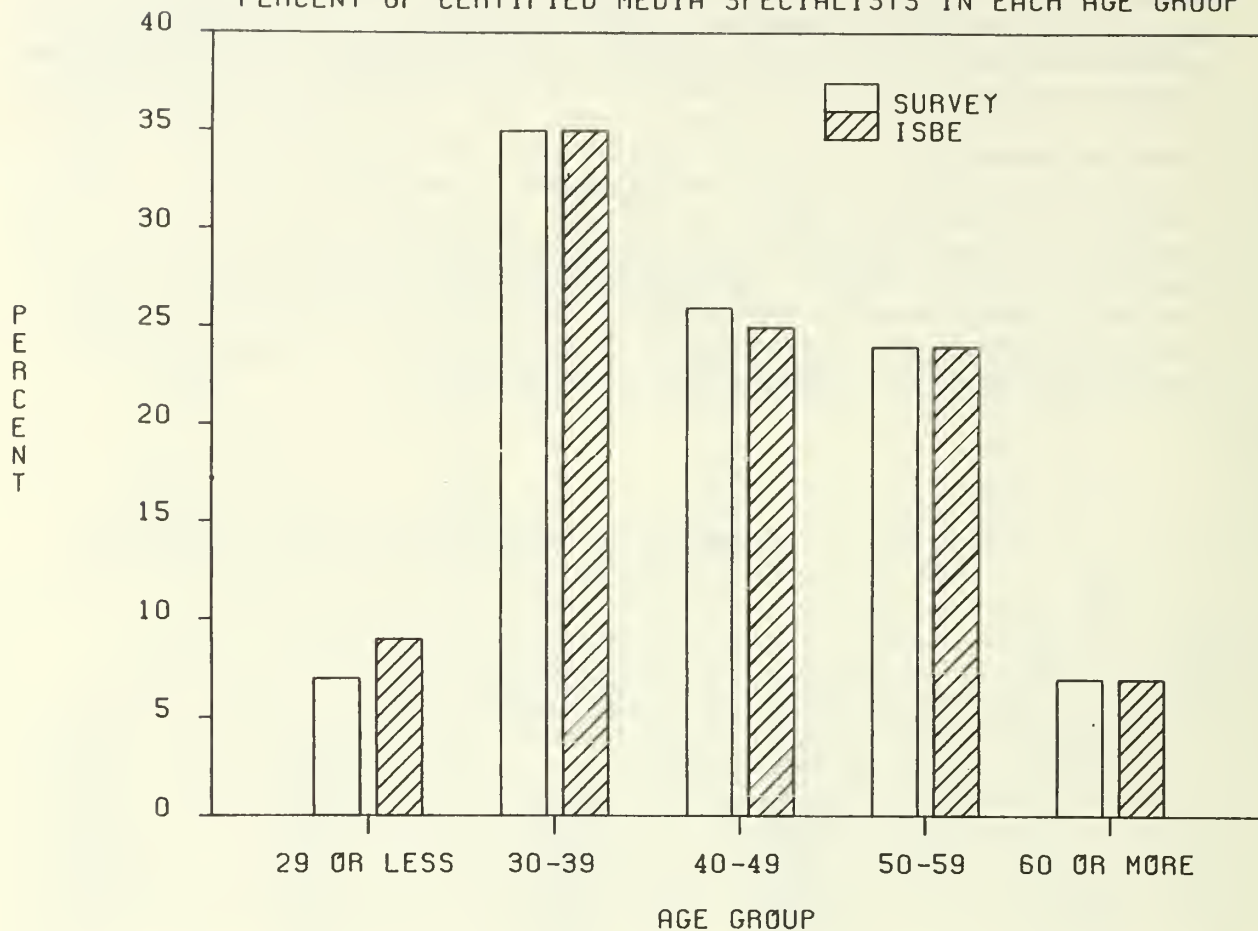


FIG. 2. COMPARISON OF SURVEY SAMPLE AND ISBE DATA:  
PERCENT OF CERTIFIED MEDIA SPECIALISTS IN EACH AGE GROUP



There is much less evidence supporting the representativeness of the survey data concerning non-public schools. As can be seen in Table 3, the response rate for non-public schools to Part A of the questionnaire was very low: only 26%. Therefore, although the data gathered may be representative of non-public schools statewide, the low response rate mitigates against generalization from the data obtained.

Table 3

Response Rate of Non-Public Schools  
by Enrollment Size

ENROLLMENT SIZE	SCHOOLS SURVEYED	SCHOOLS RESPONDING	RESPONSE RATE
Up to 499	377	108	29%
500 to 1299	54	2	4%
1300+	6	2	33%
TOTAL	437	112	26%

Further evidence contributing to skepticism concerning the representativeness of these data is presented in Table 4, which compares the distribution of survey responses from non-public schools with the statewide distribution of non-public schools by grades served. A chi-square test concludes that the variations are significantly greater than chance alone could account for at the .05 level.

Table 4

Comparison of Survey Sample to Statewide Data:  
Distribution of Non-Public Schools by Grades Served

<u>GRADES SERVED</u>	<u>SURVEY RESPONSES</u>	<u>STATEWIDE (ISBE) DISTRIBUTION</u>
K-8 (elementary)	105/94%	1119/81%
9-12 (secondary)	7/6%	136/10%
K-12 (unit)	0	131/9%
TOTAL	112/100%	1386/100%

The representativeness of Part A of the questionnaire for all non-public schools must be rejected as a consequence of these examinations. However, the data may be of value on a different level. There is very little information available on libraries in non-public schools. As a glance at Figure 6 reveals, the age characteristics of certified media specialists in non-public schools differs substantially from those in public schools. And, since certification is not required and is not often sought by media specialists in non-public schools, the data on non-public schools obtained from Part B of the questionnaire cannot be generalized to non-public schools statewide. However, it must be noted that, of the 24 certificated media specialists identified by the 112 non-public schools responding to Part A of the questionnaire, 21 certified media specialists completed Part B of the survey: a response rate of 88%. It is possible to conclude with some certainty, on the basis of this response rate, that the data are representative of those non-public schools employing certificated media specialists--small though that number may be statewide.

In summary, it may be asserted with some confidence that the data presented in this report are indeed representative of public schools statewide (excluding Chicago). There are no firm comparative data upon which to assure the representativeness of the responses of certificated media specialists in public schools. But the sex and age characteristics of the survey respondents correspond to the statewide ISBE data. If it can be assumed that media specialists who share the same sex and age characteristics would respond similarly to the questionnaire, the survey data may be considered representative of certificated media specialists in Illinois public schools (excluding Chicago). There is reason to believe that the data concerning certificated media specialists working in non-public

schools are representative of those certificated media specialists employed by non-public schools statewide. However, the data concerning non-public schools, and their school libraries and media specialists, cannot be considered representative of all non-public schools statewide.

### 3. Staffing of School Library Media Centers.

Part A of the survey form queried District Supervisors, Coordinators of School Library Media Centers, or equivalent personnel about the staffing of school libraries. Of the 461 responses, 349 (76%) represented public school districts and 112 (24%) non-public schools. One or more full-time certificated media specialists were reported by 54% of the 461 respondents; 19% reported one or more part-time professional media specialists (Table A1). A higher than average number of full-time professional media specialists was reported for districts serving grades K-12 and 9-12, and for public schools as a whole. Lower than average numbers of full-time media specialists were reported for districts with small enrollments, elementary school districts, and non-public schools. A higher than average number of part-time certificated school librarians was reported for districts with smaller enrollments, for those serving junior high and K-12 grades, for those in the north and central and in the southern portions of Illinois, and for public schools. Smaller numbers of part-time media specialists were reported, on average, for elementary school districts and non-public schools. Elementary school districts and non-public schools had the lowest percentage of certificated media specialists in 1981/82.

Statewide, 8% of the districts reported one or more certificated teachers working full-time in school library media centers and 14% reported teachers working half-time. Districts with small enrollments and those in the Chicago suburbs reported higher than average numbers of full-time certificated teachers working in school libraries. Districts with small enrollments, elementary school districts and those in southern Illinois reported slightly higher than average numbers of teachers working part-time in the media centers.

Of the 461 respondents, 26% reported one or more full-time clerical staff in school library media centers; 19% reported part-time clerical staff. Districts with large enrollments, senior high school districts, and public schools reported higher than average numbers of full-time clerical staff, while districts with small enrollments, elementary school districts, and non-public schools reported fewer than average. Districts with large enrollments reported a higher than average number of part-time clerical personnel; non-public schools a lower than average number.

Few respondents, only 8%, reported paid student assistants in the library media center, but 38% reported unpaid student assistants. Districts with large enrollments, those serving senior high and K-12 grades, and public school districts reported a higher than average number of such assistants. Districts with small enrollments, elementary school districts and non-public schools reported a smaller than average number.



Statewide, 11% of the districts reported one or more other types of personnel working full-time (e.g., library technical assistants and teacher aides), and 10% reported part-time support in this category. Districts with large enrollments were above average in the number of full-time "others" reported, while those with smaller enrollments were lower than average. A smaller percentage than average of both full-time and part-time "others" were reported by non-public school libraries.

Of the 89 (19%) District Supervisors reporting hours of work of part-time certified media specialists, the mean was 18.5 hours per week (Table A2). Elementary school districts recorded the lowest number of hours on average with 14.8; those serving grades K-12 reported the highest (21.0).

Thirteen percent of the districts provided the hours of certificated teachers working part-time in district library media centers. The statewide mean was 15.1 hours per week. Districts with small enrollments had the lowest mean hours per week of part-time teachers (8.6). Districts with large enrollments and those serving grades K-12 recorded the highest, with averages of 31.5 and 21.7 hours respectively.

Statewide, the mean number of hours of part-time clerical support staff totaled 34.7 per week. Districts with small enrollments and non-public schools reported the least number of hours, averaging 16.5 and 9.6 respectively. Districts with a higher than average number of hours for part-time clerical support included those in the Chicago suburbs (47.4) and those with large enrollments (61.7).

Only 35 respondents to Part A of the questionnaire (8%) reported hours of paid student assistance, with a mean of 23.5 hours per week. School districts with small enrollments and non-public schools had the lowest mean number of hours (16.1 and 6.0 respectively), while those with medium-sized enrollments recorded the highest (30.0). The statewide average for hours per week in library media centers was 49.4. Districts with small and medium-sized enrollments fell well below the statewide mean with 30.7 and 31.4 hours per week respectively. Districts with mean hours per week above the statewide average included those in the Chicago suburbs (68.3) and those with large enrollments (84.0).

Part-time volunteers contributed, on the average, 36.9 hours per week to library media centers statewide. Districts reporting the fewest number of hours of part-time volunteer support included those with small enrollments (21.7), senior high school districts (7.3), and those in north and central Illinois (19.6). Districts averaging a higher number of part-time volunteer hours than the statewide mean included those with large enrollments (75.0), K-12 districts (56.4), and those in the Chicago suburbs (47.3).

Other types of part-time assistance (e.g., library technical assistants and teacher aides) accounted for an average of 33.4 hours per week statewide. Districts with small and medium-sized enrollments and non-public school reported the fewest number of hours of part-time "others"



with means of 16.0, 18.5, and 17.5 respectively. Districts with large enrollments, with a mean of 81.1 hours per week, and those in the Chicago suburbs, with 55.5 hours per week, were well above the statewide average.

#### 4. Educational Preparation of Professional Media Specialists.

Part B of the survey questionnaire was completed by over 600 certificated media specialists. Tables in Appendix B summarize their responses.

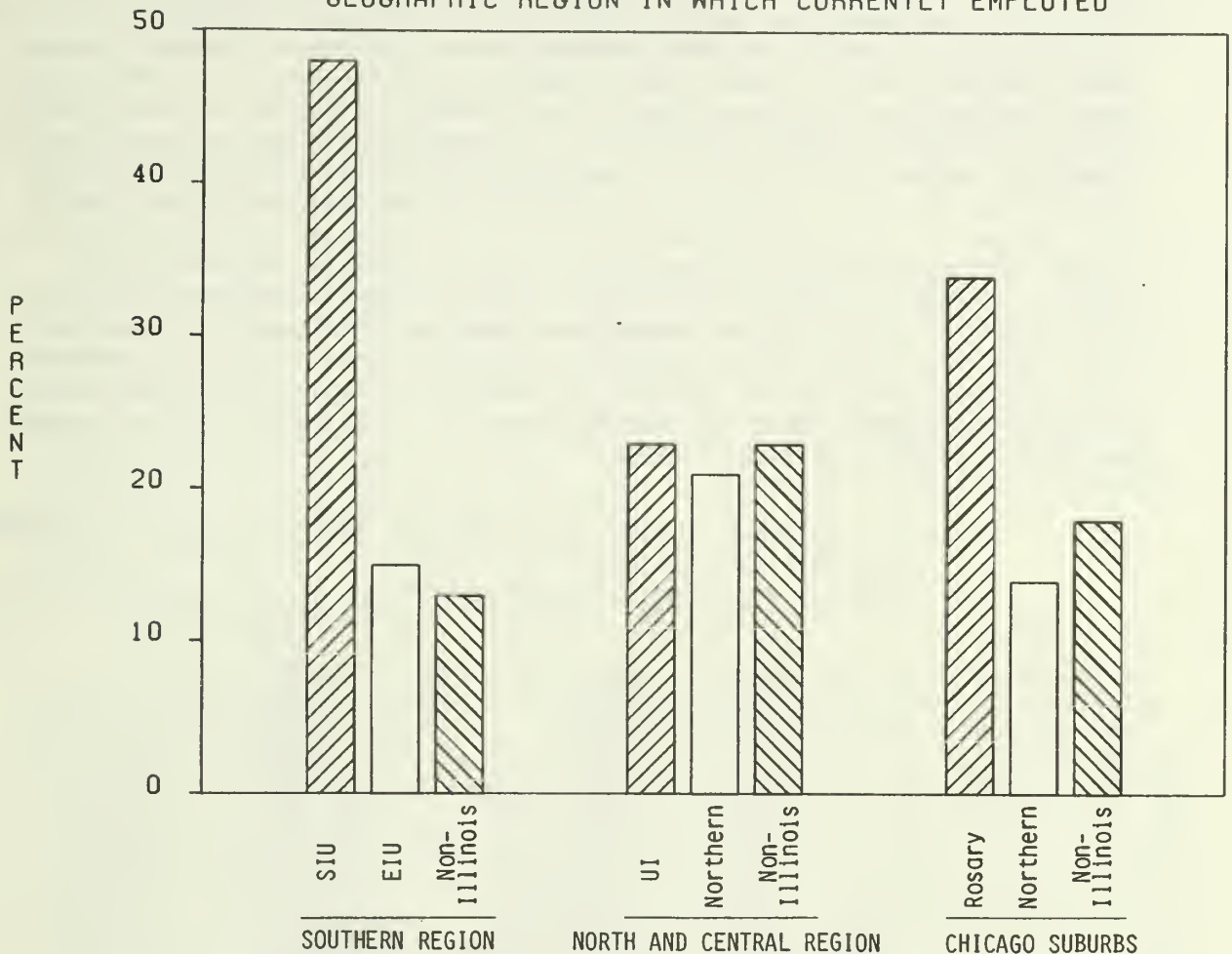
About 87% of the school librarians/media specialists reported degrees earned in library science and/or educational media (Table B1). Of those, 53% reported a bachelor's degree and 69% had earned a master's degree. Few respondents, only about 2%, reported additional degrees: associate, 6th year specialist, Ph.D., etc. The media specialists working in districts with large enrollments, in elementary and senior high school districts, in districts located in the Chicago suburbs, and in non-public schools were well above average in the percentage of master's degrees earned. Those working in smaller districts and those in north and central Illinois were well below the average in the percentage reporting master's degrees.

Very few of the respondents (only 3%) reported having earned bachelor's degrees from institutions with ALA-accredited master's programs (Table B2). Of those who reported having master's degrees, only 47% were earned at institutions with ALA-accredited programs. Media specialists working in districts with small enrollments and in those serving grades K-12 reflect a higher percentage of respondents with non-accredited master's degrees; and a substantially larger percentage (84%) in the southern portion of the state had received master's degrees from non-accredited programs.

Schools from which bachelor's degrees were earned were widely distributed (Table B3). The highest percentage of respondents (25%) received the bachelor's degree from Illinois State University; 20% earned bachelor's degrees outside Illinois. Only 12% received bachelor's degrees at the University of Illinois, Rosary College, and Northern Illinois University. Institutions from which master's degrees were earned were more evenly distributed. The highest percentage (21%) received their master's degrees from Rosary College, and 18% earned their master's outside Illinois. Northern Illinois University and the University of Illinois were named by 12% and 11% respectively.

Many school librarians attended institutions in the same region in which they now work. The most heavily attended schools for respondents in each region are presented in Figure 3. Almost half (48%) of those currently working in the southern region of the state received their master's degree at Southern Illinois University, and an additional 15% earned the master's at Eastern Illinois University. Of those currently employed in the central and northern region of Illinois, 23% obtained a master's degree from the University of Illinois and 21% from Northern Illinois University. Of those employed in the Chicago suburbs, 34% earned their master's degrees at Rosary College and 14% at Northern Illinois University.

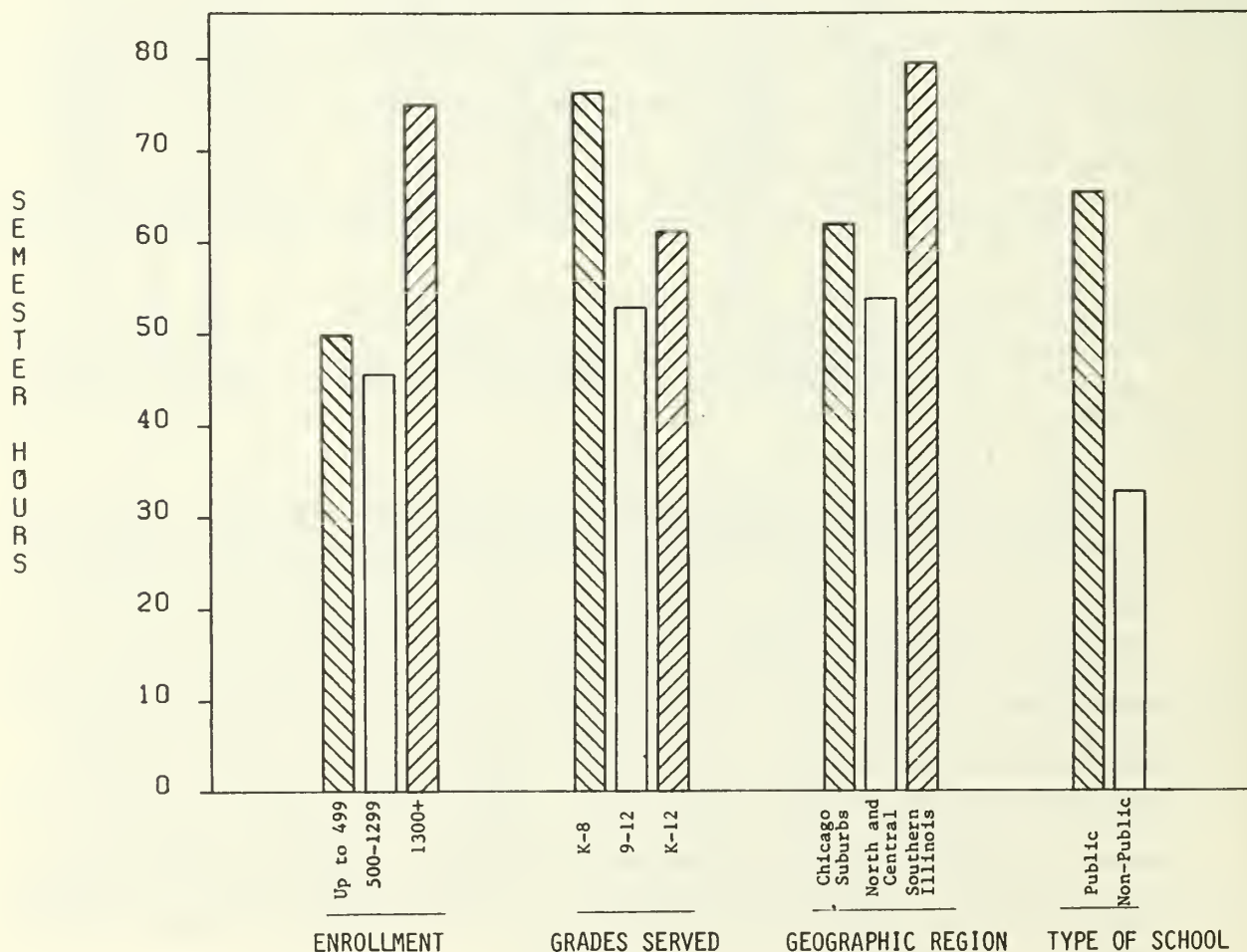
FIG. 3. SCHOOLS FROM WHICH MASTER S DEGREES WERE EARNED, BY GEOGRAPHIC REGION IN WHICH CURRENTLY EMPLOYED



Almost half of the media specialists with undergraduate study in library science or educational media received their bachelor's degree between 1968 and 1977, and over 80% who earned a master's degree completed the degree between 1968 and 1982 (Table B4). This general pattern was true for respondents regardless of the size of enrollment of the district in which they currently work, the grades served by the district, and the geographic region in which the district is located. Of note, however, is the difference found when comparing the type of school in which survey respondents were employed. Only 5% of those working in public schools received their bachelor's degree before 1948 compared to 50% of those in non-public schools. This difference is also apparent when comparing the years in which master's degrees were completed. School librarians in non-public schools obtained their master's degrees earlier than those in public schools, with 66% of the former reporting master's degrees earned before 1972 compared to 44% of the latter.

The media specialists surveyed reported, on average, 64 semester hours of formal course work in library science and/or educational media (Table B5). Those working in districts with small and medium-sized enrollments, in K-12 school districts, and in districts in the north and central portion of the state had well below the average number of hours of formal course-work reported; those in non-public schools had only about half the average number of semester hours reported by respondents in public schools. Those in districts with large enrollments, in elementary school districts, and in districts located in southern Illinois had well above the average number of semester hours of coursework in library science and educational media (see Figure 4). These differences are less pronounced, however, when comparing the median number of semester hours of academic preparation in library science and educational media. Median figures indicate that the mean number of hours (the averages) may have been influenced by extreme cases, and that half of the respondents reported more than 36 hours while half reported less than 36 hours. There were only minor deviations from this pattern regardless of enrollment size of the district, grades served, geographic region, or type of school.

FIG. 4. AVERAGE NUMBER OF SEMESTER HOURS OF FORMAL ACADEMIC PREPARATION IN LIBRARY SCIENCE & EDUCATIONAL MEDIA





## 5. Certificates Held by School Library Media Specialists.

Professional media specialists were asked on the survey form to indicate the state certificates they held. After examining the responses, it was found that many of them were not usable due to the wording of the question. As an alternative, since there appeared to be a strong correspondence between survey data and ISBE data for other factors, this report provides 1981/82 ISBE certification data for media specialists in public schools excluding Chicago (Table B6).

Of the total number of certificated media specialists (over 3000), 58% worked in elementary schools. About two-thirds held one certificate and the remaining one-third held more than one certificate. Although only 42% of the elementary school librarians held an elementary (K-9) teacher's certificate, an additional 53% held a high school (6-12) or special (K-12 media specialist) certificate. Of those working in high schools, 90% reported either a high school (6-12) teacher's certificate or a special (K-12 media specialist) certificate. Only about 4% of the media specialists statewide held a form of supervisory certificate.

## 6. Teacher Preparation Course Work of Media Specialists.

Of the 619 survey respondents, 368 (59%) took all or most of their teacher preparation courses at a state-supported institution in Illinois; 88 (14%) took their courses at non-public institutions in Illinois; and 158 (26%) completed their teacher-preparation course work outside Illinois (Table B7). A higher percentage of media specialists working in districts with small enrollments, districts serving grades K-12, and those in the north and central and in the southern regions of the state, received their teacher preparation at state-supported colleges and universities in Illinois. By comparison, a larger percentage of respondents who worked in districts with large enrollments, in senior high schools, and in districts in the Chicago suburbs took their teacher preparation courses outside Illinois.

About one-third of the professional media specialists surveyed took their teacher preparation courses between 1963 and 1972; 57% completed teacher preparation coursework between 1963 and 1982. A greater percentage of respondents who worked in districts with small and medium-sized enrollments, in those serving grades K-12, and in those in the north and central and in the southern portions of Illinois, took their teacher preparation courses between 1963 and 1982. Of those working in districts with large enrollments, in elementary and senior high school districts, and in districts in the Chicago suburbs, a larger percentage than average completed their teacher preparation course work before 1963. And of particular note, 43% of the respondents from non-public schools received their teacher preparation course work prior to 1963, compared to only 27% of those working in public schools.

## 7. Teaching Experience of Media Specialists.

Over two-thirds of the professional school librarians responding to the survey reported one or more years of full-time paid classroom teaching experience (Table B8). Included in this number are those who reported teaching half-time while working half-time in the library. Respondents from districts with small and medium-sized enrollments and from elementary school districts had a slightly higher than average percentage with teaching experience, and those in non-public schools showed a much higher proportion (81%) with classroom teaching experience. Of all those reporting such experience, the average number of years of experience was over 10, with respondents from districts with small enrollments recording a greater than average number of years (14.5) on average and those in non-public schools recording the highest average number of years (23.1).

As might be expected, 84% of those from elementary school districts reported teaching at the K-8 grade levels, while 57% of those in senior high school districts reported teaching grades 9-12. The majority of all media specialists (62%) gained their teaching experience at elementary grade levels; and 32% taught grades 9-12.

Over one-third (35%) of the respondents reported teaching courses in the humanities, and an equally large number (36%) taught general elementary and miscellaneous courses. Media specialists in districts with medium-sized enrollments, in senior high and K-12 school districts, and in north and central Illinois and in the southern portions of the state were above the average in the percentage who had taught humanities courses. Few (8%) from non-public schools taught humanities courses. Above average percentages of respondents from districts with large enrollments, from elementary school districts, from districts in the Chicago suburbs, and from non-public schools reported teaching general elementary and miscellaneous courses. Only 11% of the professional media specialists who reported teaching experience taught in two or more different subject areas, only 14% reported teaching social sciences courses, and only 4% reported teaching in the sciences.

## 8. Experience in School Library Media Centers.

Of the 621 survey respondents, 609 (98%) reported one or more years of library media center work experience, with an average of more than 11 years (Table B9). Those working in senior high school districts and in non-public schools had a greater than average number of years of professional experience.

Most of the media specialists (95%) reported an average of more than 8 years of experience in the district in which they were currently employed, but about 40% of the respondents had obtained experience in other school districts as well. Of the 21 media specialists from non-public schools, 10 (48%) reported that the majority of their experience had been gained in schools other than the one in which they currently worked.



## 9. On-the-Job and Professional Activities of Media Specialists.

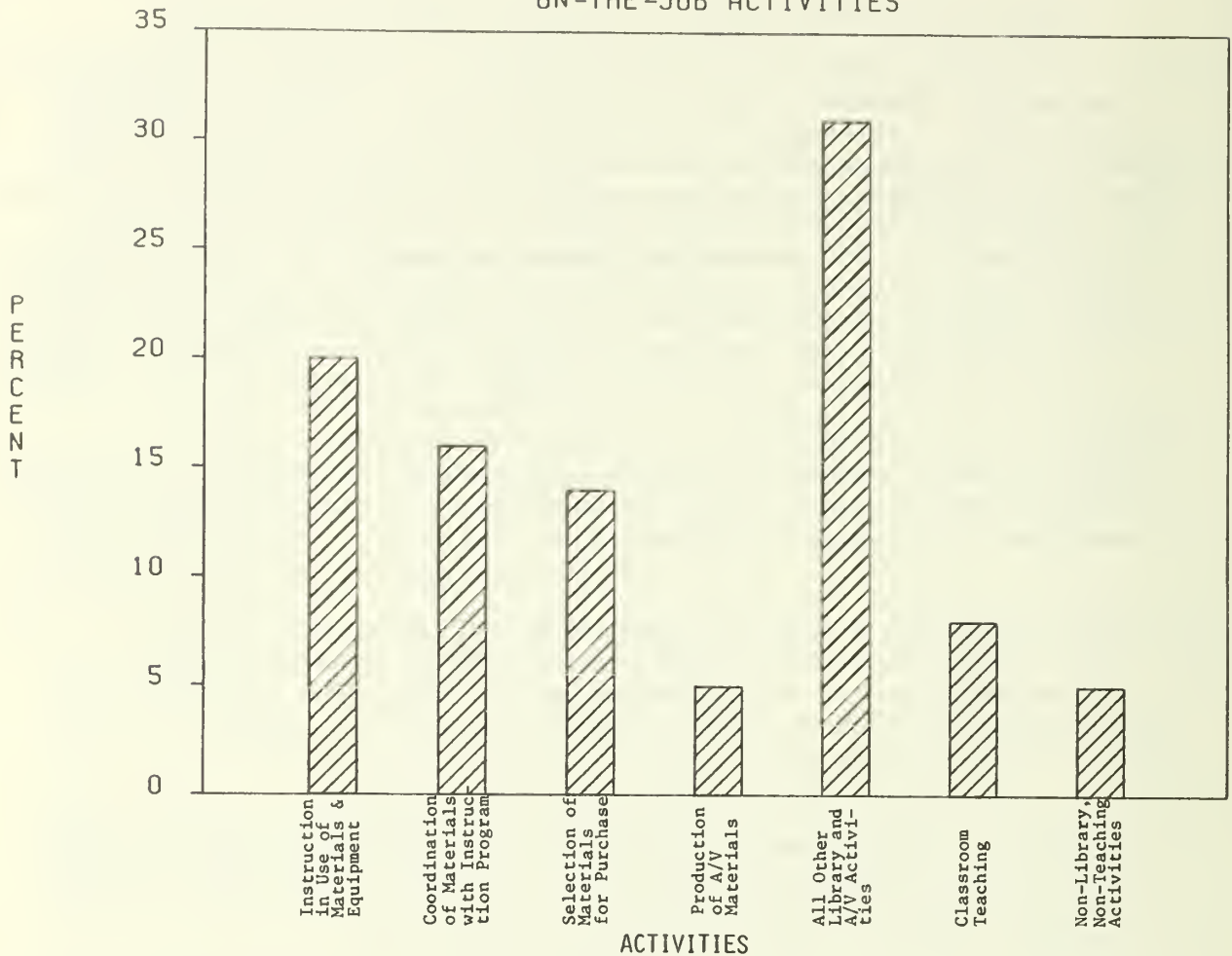
In all, 603 survey respondents provided an estimate of the amount of time devoted to their on-the-job and professional activities (Table B10). These school librarians estimated that they spent approximately 20% of their time on instruction in the use of materials and equipment. The estimate was slightly higher than average for those in districts with large enrollments, in elementary school districts, and in districts in the Chicago suburbs. The survey respondents estimated that about 16% of their time was devoted to coordination of materials with instructional programs, 14% to selection of materials for purchase, and 5% to production of audio-visual materials. There was little variation in these estimates in respect to district enrollment size, grades served, or geographic region. Approximately 31% of the respondents' time was devoted to other library/media center activities, including supervision of personnel, reference, and administration. Those in districts with smaller enrollments, in elementary school districts, and in districts in the Chicago suburbs reported slightly less time than average for these latter activities. Approximately 8% of the media specialists' time was spent in classroom teaching on average, but those in districts with smaller enrollments and in the southern portion of Illinois reported a much higher percentage of their time devoted to classroom teaching (13%-20%). Statewide, about 5% of the media specialists' time was spent on non-library/non-teaching activities. Estimates of the average time devoted to on-the-job and professional activities are presented in Figure 5.

Over a third (37%) of the 619 respondents reported involvement with regional library system activities. Those in districts with small and medium-sized enrollments, in senior high and K-12 school districts, in north and central Illinois, and in the southern regions of the state had a higher proportion so involved (Table B11).

Forty-two percent of the media specialists surveyed participated in professional association activities. The highest percentage (56%) were from senior high school districts, while those from districts with small enrollments, from districts serving grades K-12, and from districts in southern Illinois had the lowest percentages involved in professional associations (34%-38%).

Nearly half of the respondents reported involvement with cooperative interlibrary activities, although fewer of those working in districts with small enrollments, in elementary school districts, and in districts in the Chicago suburbs were so involved. Only 29% of the media specialists from non-public schools participated in cooperative interlibrary activities.

FIG. 5. ESTIMATE OF PERCENT OF TIME DEVOTED TO VARIOUS ON-THE-JOB ACTIVITIES



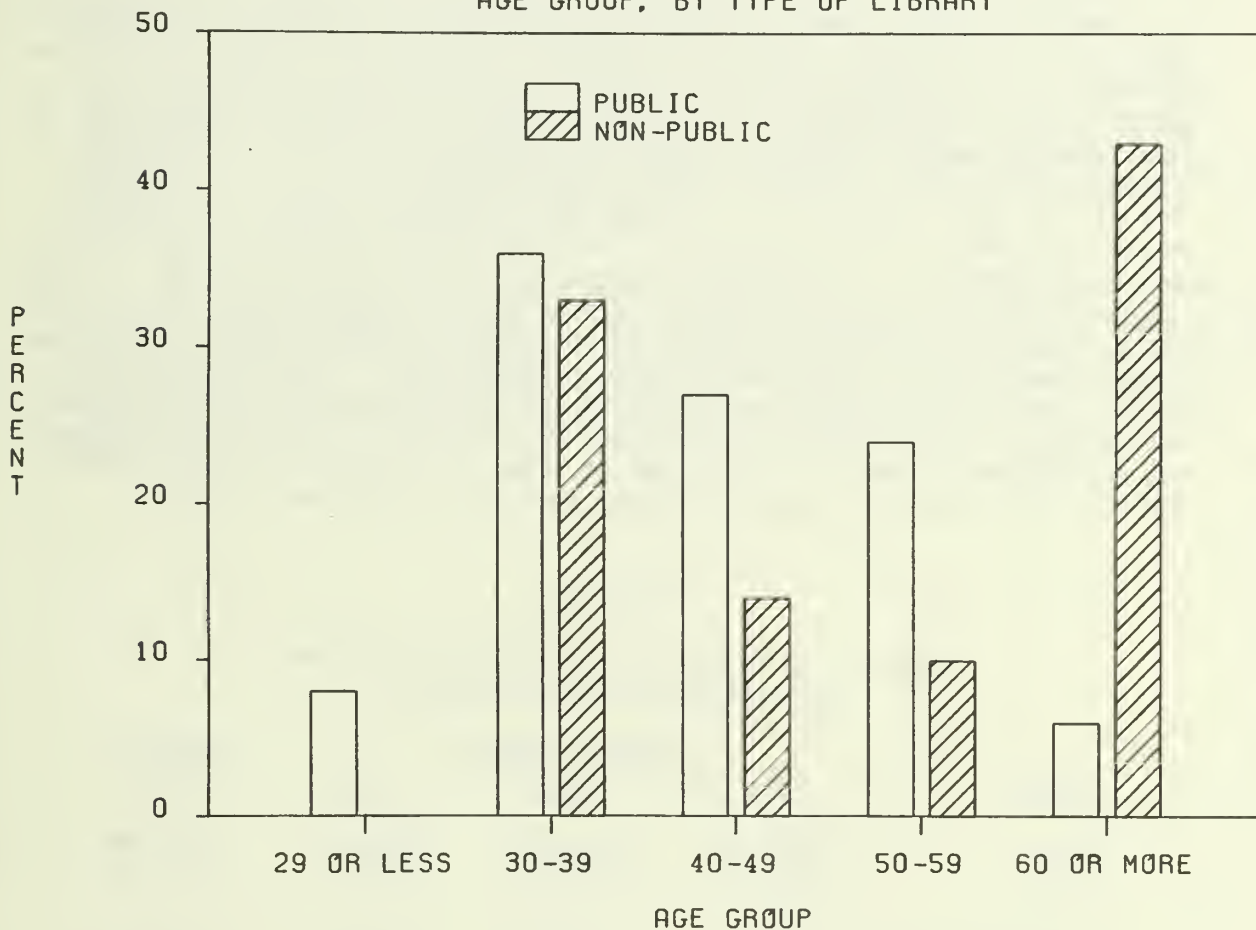
#### 10. Personal Characteristics of Media Specialists.

Of the 619 media specialists responding to the survey, 84% were female and 15% male (Table B12). A higher percentage than average of females was found in districts with small enrollments and in elementary school districts. All of the respondents from non-public schools were female. Statewide, the close correspondence between the sex distribution of survey respondents and the sex distribution of ISBE data was notable, as was displayed in Figure 1.

Statewide, half of the surveyed media specialists were between the ages of 40 and 59 years old, with an additional 35% in the 30-39 age group. Those working in districts with small enrollments had a larger proportion of younger media specialists, with 43% falling in the 30-39 age bracket and only 31% between 40 and 59. Respondents in smaller districts also had a higher than average percentage of librarians 60 years or older, and had the

highest percentage aged 29 or younger. Notable differences from the average were seen in the ages of respondents from non-public schools. As Figure 6 demonstrates, none of the media specialists in non-public schools was 29 years old or younger compared to 8% of the public school librarians. In fact, there was a smaller percentage of media specialists in non-public schools in each age bracket up to the age of 59. Conversely, 43% of the non-public school librarians were aged 60 or older, compared to only 6% of the public school media specialists.

FIG. 6. PERCENT OF MEDIA SPECIALISTS IN EACH AGE GROUP, BY TYPE OF LIBRARY



Some data not requested through the survey were available from ISBE. They are included here in the interest of completion.

Statewide, 97% of the certificated media specialists in Illinois were white. All other races combined totaled only 3% (Table 5). This distribution was consistent regardless of grades served by the schools in which the media specialist worked.

Table 5

Race of Certificated Media Specialists  
by Grades Served

<u>RACE</u>	<u>GRADES SERVED</u>			<u>STATEWIDE TOTAL</u>
	<u>K-8</u>	<u>9-12</u>	<u>K-12</u>	
White	1191/97%	683/98%	193/96%	2067/97%
All others	32/3%	15/2%	7/4%	54/3%
Total	1223/100%	698/100%	200/100%	2121/100%

Salary levels of media specialists statewide in 1982 are presented in Table 6. The average salary of all media specialists was \$20,996. Those in senior high schools had higher salaries on average; those in K-12 schools lower than average. Over one-quarter of the media specialists in K-12 schools earned less than \$15,000 compared to only 12% of those in elementary schools and 9% of those in senior high schools. In contrast 21% of the media specialists working in schools which served grades 9-12 earned \$30,000 or more compared to fewer than 5% of those in elementary and K-12 schools. A chi-square test of the salary data presented in Table 6 concludes that the differences are statistically significant at the 0.5 level. In other words, a greater correspondence exists between salary and grade levels served than chance would account for. In fact, examination of the data reveals that two-thirds of the media specialists in K-12 schools earned less than \$20,000 while two-thirds of those in senior high schools earned \$20,000 or more. Two-thirds of those in elementary schools fall between the other two groups, earning between \$15,000 and \$24,999.

Table 6

Salaries of Certificated Media Specialists  
Distributed by Grades Served

<u>SALARY</u>	<u>GRADES SERVED</u>			<u>STATEWIDE TOTAL</u>
	<u>K-8</u>	<u>9-12</u>	<u>K-12</u>	
mean:	\$20,737	\$23,805	\$18,447	\$20,996
median:	\$20,790	\$12,055	\$17,750	\$20,532
Up to \$14,999:	147/12%	60/9%	51/26%	258/12%
\$15,000-19,999:	386/32%	160/23%	87/44%	633/30%
\$20,000-24,999:	434/35%	182/26%	42/21%	658/31%
\$25,000-29,999:	216/18%	149/21%	11/5%	376/18%
\$30,000+:	40/3%	147/21%	9/4%	196/9%
Total	1223/100%	698/100%	200/100%	2121/100%



## 11. Conclusion.

The 1983 ISBE Recommended Standards for Educational Library Media Programs suggests one full-time media specialist per 500 students as a minimum standard for elementary schools (K-8) and one for each 600 students for senior high (9-12). A glance at Appendix Table A3 reveals that many school districts surveyed in 1982 did not meet the standard. One-third of the schools statewide reported no certificated media specialist, although two-thirds of the public school districts report at least 40 hours per week (1 F.T.E.) of media specialist staffing.

Districts with small enrollments and elementary school districts exhibited the greatest deficiency: 56% of the small school districts had no certificated media specialist and 78% had no full-time media specialist. Similar results were found in elementary school districts: 57% reported zero hours of media specialist staffing and two-thirds had no full-time certificated media specialist. (It should be remembered that these data include non-public schools, 80% of which reported no certificated media specialist at all, and most of which serve smaller student populations and are at the elementary grade levels.)

On the other hand, districts with medium and large enrollments come closer to the standard: 80% of the medium enrollment districts and 93% of the large enrollment districts reported at least one full-time certificated media specialist. Similarly, 72% of the 9-12 grade districts and 76% of the K-12 grade districts reported at least one full-time certified media specialist.



## 12. How To Read the Tables.

The responses of districts to Part A of the questionnaire are tabulated in Appendix A. The responses of certificated media specialists to Part B of the questionnaire are tabulated in Appendix B. Responses are categorized in the tables as follows:

1. Enrollment: Enrollment size of the district, or in the case of non-public schools, the individual school enrollment, is categorized as 499 students or less, 500-1299 students, or 1300 or more students.
2. Grades Served: The grades served by the district, or in the case of non-public schools, the individual school, are categorized as K-8 (including elementary & junior high but lacking grades 9-12), 9-12 (including combined junior high and high school but lacking elementary), and K-12.
3. Geographic Region: Districts, or in the case of non-public schools, the individual school, are categorized according to public library system as follows: The North and Central region includes the Corn Belt, Illinois Valley, Lincoln Trail, Northern Illinois, River Bend, Starved Rock, and Western Illinois Library Systems. The Southern Illinois region consists of the Cumberland Trail, Great River, Kaskaskia, Lewis and Clark, Rolling Prairie, and Shawnee Library Systems. The Chicago Suburbs region includes the Bur Oak, DuPage, North Suburban and Suburban Library Systems. A few non-public schools in Chicago are included in the Chicago Suburbs region, but public school districts and certificated public school media specialists in Chicago were not surveyed.
4. Type of School: Responses were categorized as representing public or non-public schools.

Appendix A:

Responses of District Supervisors, Coordinators  
of School Library Media Centers, and Equivalent  
Personnel, Distributed by Enrollment, Grades  
Served, Geographic Region, and Type of School.

- A1. Number of Persons Working in School Library Media Centers  
by Type of Personnel.
- A2. Number of Hours Worked Per Week by Part-Time Personnel in  
School Library Media Centers.
- A3. Hours Per Week of Certificated Media Specialist Staffing  
in District School Library Media Centers.

TABLE A1: NUMBER OF PERSONS WORKING IN SCHOOL LIBRARY MEDIA CENTERS BY TYPE OF PERSONNEL.

TYPE OF PERSONNEL	ENROLLMENT				GRADES SERVED			GEOGRAPHIC REGION				TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+		K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois		Public	Non-Public	
	232/100%	116/100%	113/100%		235/100%	56/100%	170/100%	166/100%	163/100%	132/100%		34.9/100%	112/100%	461/100%
1. Full-time professional media specialists														
0	183/79%	24/21%	9/8%		157/67%	16/29%	43/25%	74/45%	72/44%	70/53%		118/34%	98/87%	216/47%
1	48/21%	66/57%	22/20%		47/20%	20/36%	69/41%	39/24%	67/41%	30/23%		123/35%	13/12%	136/30%
2+	1/*	26/22%	82/73%		31/13%	20/36%	58/34%	53/32%	24/15%	32/24%		108/31%	1/1%	109/24%
2. Part-time professional media specialists														
0	177/76%	97/84%	97/86%		209/89%	41/73%	121/71%	154/93%	123/76%	94/71%		267/77%	104/93%	371/80%
1	52/22%	16/14%	12/11%		24/10%	14/25%	42/25%	9/5%	37/23%	34/26%		73/21%	7/6%	80/17%
2+	3/1%	3/3%	4/4%		2/1%	1/2%	7/4%	3/2%	3/2%	4/3%		9/3%	1/1%	10/2%
3. Full-time certified teachers														
0	217/94%	104/90%	102/90%		211/90%	54/96%	158/93%	142/86%	152/93%	129/98%		323/93%	100/89%	423/92%
1	14/6%	10/9%	5/4%		17/7%	2/4%	10/6%	15/9%	11/7%	3/2%		18/5%	11/10%	29/6%
2+	1/*	2/2%	6/5%		7/3%	--	2/1%	9/5%	--	--		8/2%	1/1%	9/2%
4. Part-time certified teachers														
0	192/83%	103/89%	101/89%		198/84%	50/89%	148/87%	144/87%	143/88%	109/83%		300/86%	96/86%	396/86%
1	37/16%	9/8%	5/4%		31/13%	5/9%	15/9%	18/11%	13/8%	20/15%		36/10%	15/13%	51/11%
2+	3/1%	4/3%	7/6%		6/3%	1/2%	7/4%	4/2%	7/4%	3/2%		13/4%	1/1%	14/3%
5. Full-time clerical staff														
0	215/93%	83/72%	43/38%		194/83%	27/48%	120/71%	117/71%	124/76%	100/76%		233/66%	108/96%	341/74%
1	16/7%	17/15%	15/13%		17/7%	10/18%	21/12%	12/7%	18/11%	18/14%		44/13%	4/4%	48/10%
2+	1/*	16/14%	55/49%		24/10%	19/34%	29/17%	37/22%	21/13%	14/11%		72/21%	--	72/16%
6. Part-time clerical staff														
0	199/86%	90/78%	84/74%		196/83%	46/82%	131/77%	138/83%	128/79%	107/81%		269/77%	104/93%	373/81%
1	32/14%	19/16%	10/9%		27/12%	7/13%	27/16%	13/8%	27/17%	21/16%		53/15%	8/7%	61/13%
2+	1/*	7/6%	19/17%		12/5%	3/5%	12/7%	15/9%	8/5%	4/3%		27/8%	--	27/6%
7. Paid students														
0	225/97%	113/97%	85/75%		232/99%	39/70%	152/89%	150/90%	151/93%	122/92%		313/90%	110/98%	423/92%
1+	7/3%	3/3%	28/25%		3/1%	17/30%	18/11%	16/10%	12/7%	10/8%		36/10%	2/2%	38/8%

TABLE A1, continued.

TYPE OF PERSONNEL	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non-Public	
8. Unpaid students												
0	171/74%	66/57%	50/44%	196/83%	18/32%	73/43%	117/71%	95/58%	75/57%	187/54%	100/89%	287/62%
1-6	35/15%	14/12%	7/6%	17/7%	14/25%	25/15%	13/8%	27/17%	16/12%	50/14%	6/5%	56/12%
7-15	16/7%	24/21%	23/20%	7/3%	15/27%	41/24%	12/7%	24/15%	27/21%	60/17%	3/3%	63/14%
16+	10/4%	12/10%	33/29%	15/6%	9/16%	31/18%	24/15%	17/10%	14/11%	52/15%	3/3%	55/12%
9. Part-time adult volunteers**												
0	171/74%	95/82%	82/73%	154/66%	48/86%	146/86%	109/66%	127/78%	112/85%	287/82%	61/54%	348/75%
1-4	35/15%	10/9%	12/11%	40/17%	7/12%	10/6%	22/13%	23/14%	12/9%	31/9%	26/23%	57/12%
5+	26/11%	11/9%	19/17%	41/17%	1/2%	14/8%	35/21%	13/8%	8/6%	31/9%	25/22%	56/12%
10. All others working full-time												
0	222/96%	98/85%	92/81%	218/93%	47/84%	147/87%	146/88%	142/87%	124/94%	305/87%	107/96%	412/89%
1	10/4%	10/9%	7/6%	10/4%	5/9%	12/7%	8/5%	14/9%	5/4%	22/6%	5/4%	27/6%
2+	--	8/7%	14/12%	7/3%	4/7%	11/7%	12/7%	7/4%	3/2%	22/6%	--	22/5%
11. All others working part-time												
0	211/91%	104/90%	102/90%	217/92%	53/95%	147/87%	154/93%	147/90%	116/88%	310/89%	107/95%	417/90%
1	19/8%	10/9%	1/1%	14/6%	2/4%	14/8%	7/4%	11/7%	12/9%	26/7%	4/4%	30/7%
2+	2/1%	2/2%	10/9%	4/2%	1/2%	9/5%	5/3%	5/3%	4/3%	13/4%	1/1%	14/3%

\* less than 0.5%

\*\* includes 2 respondents reporting full-time volunteers

TABLE A2: NUMBER OF HOURS WORKED PER WEEK BY PART-TIME PERSONNEL IN SCHOOL LIBRARY MEDIA CENTERS.

TYPE OF PERSONNEL	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non-Public	
1. Part-time professional media specialists												
mean:	17.8	19.6	19.7	14.8	16.9	21.0	19.8	19.6	16.9	18.5	18.1	18.5
median:	19.6	19.8	18.0	12.0	19.6	19.8	14.5	19.8	17.8	19.6	12.5	19.6
number:	(54)	(19)	(16)	(26)	(15)	(48)	(12)	(40)	(37)	(81)	(8)	(89)
2. Part-time certified teachers												
mean:	8.6	19.7	31.5	11.9	12.6	21.7	14.8	15.2	15.3	16.4	10.9	15.1
median:	5.4	15.2	21.0	8.0	10.0	15.2	15.3	10.5	6.0	14.6	10.0	12.0
number:	(36)	(12)	(11)	(35)	(5)	(19)	(20)	(18)	(21)	(45)	(14)	(59)
3. Part-time clerical employees												
mean:	16.5	28.3	61.7	39.0	23.7	35.1	47.4	27.5	32.9	37.0	9.6	34.7
median:	15.0	25.0	30.5	19.9	19.7	24.7	20.2	20.1	20.4	20.3	6.0	20.2
number:	(30)	(27)	(29)	(37)	(10)	(39)	(28)	(35)	(23)	(79)	(7)	(86)
4. Paid student assistants												
mean:	16.1	30.0	25.2	24.0	23.1	23.7	20.8	20.3	32.0	24.6	6.0	23.5
median:	8.5	20.0	12.5	8.0	10.5	12.5	10.2	11.0	14.0	14.0	6.0	12.0
number:	(8)	(3)	(24)	(3)	(14)	(18)	(14)	(12)	(9)	(33)	(2)	(35)
5. Unpaid student assistants												
mean:	30.7	31.4	84.0	46.9	51.7	50.2	68.3	47.6	36.6	50.3	39.7	49.4
median:	15.0	29.6	48.0	15.0	35.0	34.6	39.6	29.8	30.2	30.4	6.5	30.0
number:	(50)	(45)	(52)	(35)	(33)	(79)	(41)	(58)	(48)	(135)	(12)	(147)
6. Part-time volunteers												
mean:	21.7	29.7	75.0	34.8	7.3	56.4	47.3	19.6	39.5	46.7	25.4	36.9
median:	10.4	19.8	28.5	16.5	5.8	15.0	19.8	8.5	16.5	15.0	14.5	15.0
number:	(57)	(20)	(28)	(76)	(7)	(22)	(54)	(32)	(19)	(57)	(48)	(105)
7. All others working part-time												
mean:	16.0	18.5	81.8	26.9	23.0	39.5	55.5	19.2	30.1	35.0	17.5	33.4
median:	15.5	17.5	40.0	15.2	24.0	19.9	26.5	18.2	17.5	19.6	5.0	19.6
number:	(20)	(12)	(11)	(17)	(3)	(23)	(12)	(15)	(16)	(39)	(4)	(43)



TABLE A3: HOURS PER WEEK OF CERTIFICATED MEDIA SPECIALIST STAFFING IN DISTRICT SCHOOL LIBRARY MEDIA CENTERS.

HOURS OF STAFFING	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non-Public**	
a. Hours per week in district:												
0	131/56%	13/11%	8/7%	133/57%	7/12%	12/7%	69/42%	42/26%	41/31%	62/18%	90/80%	152/33%
1-39	50/22%	10/9%	--	23/10%	9/16%	28/17%	4/2%	29/18%	27/21%	53/15%	7/6%	60/13%
40-79	50/22%	67/58%	23/20%	48/20%	20/36%	72/42%	40/24%	68/42%	32/24%	126/36%	14/13%	140/30%
80+	1/*	26/22%	82/73%	31/13%	20/36%	58/34%	53/32%	24/15%	32/24%	108/31%	1/1%	109/24%
TOTAL	232/100%	116/100%	113/100%	235/100%	56/100%	170/100%	166/100%	163/100%	132/100%	349/100%	112/100%	461/100%
b. Average hours per week staffing in districts with media specialists:												
Mean:	29	53	158	66	84	90	124	55	69	84	36	81
Median:	40	40	105	40	40	40	79	40	40	40	40	40
Number:	(101)	(103)	(105)	(102)	(49)	(158)	(97)	(121)	(91)	(287)	(22)	(309)

\* less than 0.5%

\*\* Since there are no non-public school districts, data represent individual non-public schools.

## Appendix B

Responses of Certificated School Library Media Specialists, Distributed by Enrollment, Grades Served, Geographic Region, and Type of School.

- B1. Degrees Earned in Library Science/Educational Media.
- B2. ALA Accreditation Status of Master's Degree Program of Institution from Which Degrees Were Earned.
- B3. School at Which Degree in Library Science or Educational Media Was Earned.
- B4. Year in Which Library Science or Educational Media Degree Was Earned.
- B5. Average Number of Semester Hours of Formal Academic Preparation in Library Science/Educational Media.
- B6. Main Type of Certificate Held by School Library Media Specialists in Illinois.
- B7. College At Which and Year in Which All or Most Teacher Preparation Courses Were Taken.
- B8. Aspects of Full-time Teaching Experience.
- B9. Average Number of Years Worked at Least Half-time as a Professional School Librarian.
- B10. Estimated Percent of Time Devoted to Various On-the-Job and Professional Tasks.
- B11. Involvement of Media Specialists With Other Segments of the Library Community.
- B12. Sex and Age of Certified School Library Media Specialists.

TABLE B1. DEGREES EARNED IN LIBRARY SCIENCE/EDUCATIONAL MEDIA BY PROFESSIONAL MEDIA SPECIALISTS.

DEGREE*	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL (n=619)
	Up to 499 (n=106)	500-1299 (n=135)	1300+ (n=378)	K-8 (N=186)	9-12 (n=108)	K-12 (n=325)	Chicago Suburbs (n=277)	North & Central (n=178)	Southern Illinois (n=164)	Public (n=598)	Non- Public (n=21)	
Bachelor's	59/65%	67/58%	158/48%	59/40%	47/47%	178/62%	81/34%	111/72%	92/64%	280/54%	4/27%	284/53%
Master's or higher	46/51%	69/60%	254/77%	113/76%	85/84%	171/60%	205/86%	77/50%	87/60%	357/68%	12/86%	369/69%
Other**	1/1%	3/3%	15/5%	2/1%	3/3%	14/5%	8/3%	7/5%	4/3%	19/4%	--	19/4%
Number of responses	91	115	331	149	101	287	238	155	144	523	14	537
% of total sample responding	86%	85%	88%	80%	94%	88%	86%	87%	88%	87%	67%	87%

\* respondents could answer more than once

\*\* includes respondents reporting associate's degree, 6th-year degree, or doctorate

TABLE B2: 1982 ALA ACCREDITATION STATUS OF MASTER'S DEGREE PROGRAM OF INSTITUTION FROM WHICH DEGREES WERE EARNED.

DEGREE & ACCREDITATION STATUS	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago	North &	Southern	Public	Non- Public	
							Suburbs	Central	Illinois			
1. Bachelor's degree												
Accredited:	2/3%	1/2%	6/4%	1/2%	3/6%	5/3%	2/2%	4/4%	3/3%	9/3%	0	9/3%
Not accredited:												
55/93%		63/94%	131/83%	50/85%	39/83%	160/90%	61/75%	104/94%	84/91%	246/88%	3/75%	249/88%
Unable to determine:												
2/3%		3/5%	21/13%	8/14%	5/11%	13/7%	18/22%	3/3%	5/5%	25/9%	1/25%	26/9%
Total	59/99%*	67/101%	158/100%	59/101%	47/100%	178/100%	81/99%	111/101%	92/99%	280/100%	4/100%	284/100%
2. Master's degree												
Accredited:	19/41%	34/49%	120/47%	69/61%	40/47%	64/37%	125/61%	36/47%	12/14%	166/46%	7/58%	173/47%
Not accredited:												
26/57%		31/45%	120/47%	38/34%	41/48%	98/57%	71/35%	33/43%	73/84%	173/48%	4/33%	177/48%
Unable to determine:												
1/2%		4/6%	14/6%	6/5%	4/5%	9/5%	9/4%	8/10%	2/2%	18/5%	1/8%	19/5%
Total	46/100%	69/100%	254/100%	113/100%	85/100%	171/99%	205/100%	77/100%	87/100%	357/99%	12/99%	369/100%

\* Failure of columns to total 100% due to rounding error



TABLE B3: SCHOOL AT WHICH DEGREE IN LIBRARY SCIENCE OR EDUCATIONAL MEDIA WAS EARNED.

DEGREE & COLLEGE OR UNIVERSITY	ENROLLMENT		GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL (n=619)	
	Up to 499 (n=106)	500-1299 (n=135)	1300+ (n=378)	K-8 (n=186)	9-12 (n=108)	K-12 (n=325)	Chicago Suburbs (n=277)	North & Central (n=178)	Southern Illinois (n=164)	TYPE OF SCHOOL		
										Public (n=598)		Non- Public (n=21)
1. Bachelor's degree												
Eastern Illinois University:	12/20%	10/15%	18/11%	4/7%	4/9%	32/18%	6/7%	14/13%	20/22%	39/14%	1/25%	
Illinois State University:	19/32%	20/30%	33/21%	15/25%	14/30%	43/24%	20/25%	39/35%	13/14%	72/26%	0/0%	
Northern Illinois University*:	3/5%	5/8%	10/6%	3/5%	3/6%	12/7%	5/6%	12/11%	1/1%	18/6%	0/0%	
Rosary College*:	1/2%	1/1%	5/3%	2/3%	2/4%	3/2%	4/5%	2/2%	1/1%	5/2%	2/50%	
Southern Illinois University:	8/14%	8/12%	20/13%	7/12%	7/15%	22/12%	4/5%	3/3%	29/32%	36/13%	0/0%	
University of Illinois*:	2/3%	2/3%	7/4%	1/2%	4/9%	6/3%	4/5%	5/4%	2/2%	11/4%	0/0%	
Other Illinois Schools:	9/15%	12/18%	21/13%	11/19%	4/9%	27/15%	12/15%	21/19%	9/10%	41/15%	1/25%	
Non-Illinois Schools:	5/9%	9/13%	44/28%	16/27%	9/19%	33/19%	26/32%	15/14%	17/18%	58/21%	0/0%	
Total	59/100%	67/100%	158/99%**	59/100%	47/101%	178/100%	81/100%	111/100%	92/100%	280/101%	4/100%	
2. Master's degree												
Eastern Illinois University:	9/20%	3/4%	13/5%	0/0%	4/5%	21/12%	4/2%	8/10%	13/15%	24/7%	1/8%	
Illinois State University:	4/9%	3/4%	14/6%	3/3%	5/6%	13/8%	5/2%	9/12%	7/8%	21/6%	0/0%	
Northern Illinois University*:	2/4%	8/12%	35/14%	13/12%	6/7%	26/15%	28/14%	16/21%	1/1%	44/12%	1/8%	
Rosary College*:	9/20%	14/20%	54/21%	50/44%	17/20%	10/6%	70/34%	6/8%	1/1%	73/20%	4/33%	
Southern Illinois University:	7/15%	11/16%	26/10%	8/7%	4/5%	32/19%	1/1%	1/1%	42/48%	44/12%	0/0%	
University of Illinois*:	5/11%	11/16%	25/10%	3/3%	10/12%	28/16%	17/8%	18/23%	6/7%	41/11%	0/0%	
Other Illinois Schools:	3/7%	9/13%	38/15%	19/17%	21/25%	10/6%	43/21%	1/1%	6/7%	47/13%	3/25%	
Non-Illinois Schools:	7/15%	10/15%	49/19%	17/15%	18/21%	31/18%	37/18%	18/23%	11/13%	63/18%	3/25%	
TOTAL	46/100%	69/100%	254/100%	113/101%	85/101%	171/100%	205/100%	77/99%	87/100%	357/99%	12/99%	
											369/101%	

\* Has ALA-accredited master's degree program

\*\* Failure of columns to total 100% due to rounding error

TABLE B4: YEAR IN WHICH LIBRARY SCIENCE OR EDUCATIONAL MEDIA DEGREE WAS EARNED.

DEGREE & YEAR EARNED	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL (n=619)
	Up to 499 (n=106)	500-1299 (n=135)	1300+ (n=378)	K-8 (n=186)	9-12 (n=108)	K-12 (n=325)	Chicago Suburbs (n=277)	North & Central (n=178)	Southern Illinois (n=164)	Public (n=598)	Non- Public (n=21)	
1. Bachelor's degree												
1938-1942:	1/2%	1/2%	8/5%	2/3%	4/9%	4/2%	4/5%	5/5%	1/1%	9/3%	1/25%	10/4%
1943-1947:	1/2%	3/5%	3/2%	3/5%	1/2%	3/2%	3/4%	0/0%	4/4%	6/2%	1/25%	7/2%
1948-1952:	1/2%	5/7%	9/6%	3/5%	1/2%	11/6%	7/9%	4/4%	4/4%	15/5%	0/0%	15/5%
1953-1957:	1/2%	4/6%	8/5%	3/5%	2/4%	8/4%	5/6%	3/3%	5/5%	13/5%	0/0%	13/5%
1958-1962:	3/5%	5/7%	19/12%	6/10%	8/17%	13/7%	8/10%	10/9%	9/10%	27/10%	0/0%	27/10%
1963-1967:	10/17%	13/19%	34/22%	9/15%	11/23%	37/21%	16/20%	20/18%	21/23%	57/20%	0/0%	57/20%
1968-1972:	18/30%	11/16%	39/25%	13/22%	12/26%	43/24%	19/23%	31/28%	18/20%	67/24%	1/25%	68/24%
1973-1977:	18/30%	19/28%	33/21%	16/27%	5/11%	49/28%	19/23%	27/24%	24/26%	69/25%	1/25%	70/25%
1978-1982:	6/10%	6/9%	5/3%	4/7%	3/6%	10/6%	0/0%	11/10%	6/7%	17/6%	0/0%	17/6%
Total	59/100%	67/99%*	158/101%	59/99%	47/100%	178/100%	81/100%	111/101%	92/100%	280/100%	4/100%	284/101%
2. Master's degree												
1948-1952:	0/0%	1/1%	3/1%	1/1%	3/4%	0/0%	3/1%	0/0%	1/1%	3/1%	1/8%	4/1%
1953-1957:	1/2%	1/1%	3/1%	1/1%	1/1%	3/2%	5/2%	0/0%	0/0%	4/1%	1/8%	5/1%
1958-1962:	1/2%	2/3%	11/4%	3/3%	6/7%	5/3%	9/4%	1/1%	4/5%	13/4%	1/8%	14/4%
1963-1967:	2/4%	6/9%	26/10%	6/5%	16/19%	12/7%	22/11%	6/8%	6/7%	34/10%	0/0%	34/9%
1968-1972:	14/30%	17/25%	74/29%	30/27%	27/32%	48/28%	67/33%	14/18%	24/28%	100/28%	5/42%	105/28%
1973-1977:	17/37%	28/41%	89/35%	46/41%	19/22%	69/40%	65/32%	39/51%	30/34%	132/37%	2/17%	134/36%
1978-1982:	11/24%	13/19%	47/19%	25/22%	13/15%	33/19%	34/17%	17/22%	20/23%	69/19%	2/17%	71/19%
None indicated:	0/0%	1/1%	1/**	1/1%	0/0%	1/1%	0/0%	0/0%	2/2%	2/1%	0/0%	2/1%
Total	46/99%	69/100%	254/99%	113/101%	85/100%	171/100%	205/100%	77/100%	87/100%	357/101%	12/100%	369/99%

\* Failure of columns to total 100% due to rounding error

\*\* Less than 0.5%

TABLE B5: AVERAGE NUMBER OF SEMESTER HOURS OF FORMAL ACADEMIC PREPARATION IN LIBRARY SCIENCE/EDUCATIONAL MEDIA.

AVERAGE PREPARATION	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non- Public	
TOTAL	106/100%	135/100%	135/100%	186/100%	108/100%	325/100%	277/100%	178/100%	164/100%	598/100%	21/100%	619/100%
Mean:	49.9	45.7	75.0	76.3	53.0	61.2	62.0	53.9	79.5	65.4	32.7	64.3
Median:	34.3	34.0	39.1	36.2	42.0	35.6	38.3	35.1	34.7	36.4	35.3	36.4

TABLE B6: MAIN TYPE OF CERTIFICATE HELD BY SCHOOL LIBRARY MEDIA SPECIALISTS  
IN ILLINOIS.

TYPE OF CERTIFICATE*	GRADES SERVED			STATE TOTAL
	K-9	9-12	K-12	
Elementary (K-9) (ISBE Code 03)	742/42%	39/4%	35/12%	816/27%
High School (6-12) (ISBE Code 09)	381/22%	559/57%	141/48%	1081/35%
Special (K-14) (Media Specialist) (ISBE Code 10)	544/31%	322/33%	94/32%	960/31%
Supervisory (ISBE Codes 60-72, 74-75)	67/4%	49/5%	17/6%	133/4%
All other types of certificates	32/2%	16/2%	5/2%	53/2%
Total	1766/58%	985/32%	292/10%	3043/100%

\*Approximately 30% of certificated individuals held more than one certificate.



TABLE B7: COLLEGE AT WHICH AND YEAR IN WHICH ALL OR MOST TEACHER PREPARATION COURSES WERE TAKEN.

TEACHER PREPARATION COURSES	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non- Public	
1. College or University at which all or most teacher preparation courses were taken.												
State-supported Illinois institution:												
	76/72%	86/64%	206/55%	86/46%	63/58%	219/67%	126/45%	125/70%	117/71%	362/61%	6/29%	368/59%
Non-public Illinois institution:												
	12/11%	22/16%	54/14%	44/24%	10/9%	34/10%	58/21%	13/7%	17/10%	80/13%	8/38%	88/14%
Institution outside Illinois:												
	17/16%	27/20%	114/30%	54/29%	32/30%	72/22%	88/32%	40/22%	30/18%	152/25%	6/29%	158/26%
None taken or no answer:												
	1/1%	--	4/1%	2/1%	3/3%	--	5/2%	--	--	4/1%	1/5%	5/1%
Total	106/100%	135/100%	378/100%	186/100%	108/100%	325/99%*	277/100%	178/99%	164/99%	598/100%	21/101%	619/100%
2. Years in which all or most teacher preparation courses were taken.												
1952 or earlier:												
	14/13%	17/13%	44/12%	27/15%	13/12%	35/11%	41/15%	17/10%	17/10%	68/11%	7/33%	75/12%
1953-1962:	6/6%	20/15%	74/20%	30/16%	25/23%	45/14%	49/18%	30/17%	21/13%	98/16%	2/10%	100/16%
1963-1972:	38/36%	43/32%	132/35%	56/30%	40/37%	117/36%	99/36%	60/34%	54/33%	206/34%	7/33%	213/34%
1973-1982:	37/35%	36/27%	68/18%	35/19%	18/17%	88/27%	44/16%	49/28%	48/29%	137/23%	4/19%	141/23%
None taken or no answer:												
	11/10%	19/14%	60/16%	38/20%	12/11%	40/12%	44/16%	22/12%	24/15%	89/15%	1/5%	90/15%
Total	106/100%	135/101%	378/101%	186/100%	108/100%	325/100%	277/101%	178/101%	164/100%	598/99%	21/100%	619/100%

\* Failure of columns to total 100% due to rounding error.

TABLE B8: ASPECTS OF FULL-TIME TEACHING EXPERIENCE.

EXPERIENCE	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non- Public	
1. Number of years of full-time paid teaching experience*												
a. None or less than one year:	31/29%	41/30%	127/34%	50/27%	33/31%	116/36%	87/31%	61/34%	51/31%	195/33%	4/19%	199/32%
b. One or more years:	75/71%	94/70%	251/66%	136/73%	75/69%	209/64%	190/69%	117/66%	113/69%	403/67%	17/81%	420/68%
mean:	14.5	8.4	9.5	10.0	10.7	10.7	9.7	10.2	11.0	9.7	23.1	10.2
median:	8.4	6.0	5.6	6.5	6.3	6.3	6.2	5.3	7.5	6.1	18.0	6.4
c. Total	106/100%	135/100%	378/100%	186/100%	108/100%	325/100%	277/100%	178/100%	164/100%	598/100%	21/100%	619/100%
2. Grade levels taught**												
K-8:	67/62%	70/55%	231/64%	165/84%	33/32%	170/58%	176/67%	87/52%	105/63%	350/62%	18/67%	368/62%
9-12:	36/34%	47/37%	109/30%	27/14%	58/57%	107/36%	70/27%	66/40%	56/34%	185/33%	7/26%	192/32%
K-12:	4/4%	7/6%	13/4%	1/1%	8/8%	15/5%	8/3%	12/7%	4/2%	23/4%	1/4%	24/4%
Other:	--	3/2%	6/2%	3/2%	3/3%	3/1%	7/3%	1/1%	1/1%	8/1%	1/4%	9/2%
Total	107/100%	127/100%	359/100%	196/100%***	102/100%	295/100%	261/100%	166/100%	166/100%	566/100%	27/101%	593/100%
3. Subjects taught												
Humanities:	40/37%	51/41%	112/31%	41/21%	43/42%	119/41%	70/27%	68/41%	65/40%	201/36%	2/8%	203/35%
Social Sciences:	12/11%	21/17%	49/14%	16/8%	23/23%	43/15%	31/12%	33/20%	18/11%	80/14%	2/8%	82/14%
Sciences:	5/5%	3/2%	14/4%	8/4%	5/5%	9/3%	13/5%	4/2%	5/3%	21/4%	1/4%	22/4%
General elementary and miscellaneous:	36/34%	37/30%	140/39%	105/55%	18/18%	90/31%	112/44%	47/28%	54/33%	198/35%	15/58%	213/36%
2 or more in different areas:	14/13%	12/10%	41/12%	22/12%	13/13%	32/11%	31/12%	14/8%	22/13%	61/11%	6/23%	67/11%
Total	107/100%	124/100%	356/100%	192/100%	102/101%	293/101%	257/100%	166/99%	164/100%	561/100%	26/101%	587/100%

\* includes respondents reporting teaching half-time and working in library half-time

\*\* respondents could answer more than once

\*\*\* Failure of columns to total 100% due to rounding error.

TABLE B9: AVERAGE NUMBER OF YEARS WORKED AT LEAST HALF-TIME AS A PROFESSIONAL SCHOOL LIBRARIAN.

LOCATION/ AVERAGE YEARS	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+	K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non- Public	
1. In this school												
mean:	7.8	8.0	8.4	7.2	9.7	8.3	8.2	8.2	8.3	8.3	7.0	8.2
median:	7.4	7.3	7.7	6.6	9.6	7.7	7.5	7.5	7.7	7.6	4.0	7.5
number:	(97)	(128)	(352)	(173)	(105)	(299)	(258)	(164)	(155)	(557)	(20)	(577)
2. In this school district, but not in this school												
mean:	7.0	6.1	7.7	6.7	7.5	7.7	7.5	4.9	8.9	7.4	7.3	7.4
median:	5.0	5.3	6.7	6.0	6.0	6.5	6.6	4.1	9.0	6.3	2.0	6.3
number:	(5)	(19)	(102)	(37)	(15)	(74)	(61)	(26)	(39)	(123)	(3)	(126)
3. In other school districts												
mean:	6.4	3.7	4.3	5.4	4.6	4.2	4.4	4.9	4.7	4.3	12.6	4.6
median:	3.4	2.7	3.4	3.4	3.2	3.3	3.2	3.2	4.2	3.2	8.5	3.3
number:	(47)	(49)	(149)	(68)	(53)	(124)	(120)	(80)	(45)	(235)	(10)	(245)
4. Total work experience												
mean:	10.4	10.0	11.8	10.1	13.1	11.1	11.3	10.6	11.5	11.1	13.7	11.2
median:	9.0	9.4	11.2	8.9	13.3	10.3	10.1	9.5	10.4	10.1	11.3	10.1
number:	(105)	(133)	(371)	(184)	(105)	(320)	(273)	(176)	(160)	(588)	(21)	(609)

TABLE B10: ESTIMATED PERCENT OF TIME DEVOTED TO VARIOUS ON-THE-JOB AND PROFESSIONAL TASKS.

ACTIVITY/ PERCENT OF TIME	ENROLLMENT			GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL (n=603)
	Up to 499 (n=103)	500-1299 (n=132)	1300+ (n=368)	K-8 (n=180)	9-12 (n=106)	K-12 (n=317)	Chicago Suburbs (n=266)	North & Central (n=175)	Southern Illinois (n=162)	Public (n=582)	Non- Public (n=21)	
1. Instruction in the use of materials and equipment												
mean:	15%	18%	23%	24%	20%	19%	24%	18%	18%	21%	21%	21%
median:	10%	15%	20%	20%	15%	15%	20%	11%	10%	15%	12%	15%
2. Coordination of materials with instructional programs												
mean:	14%	16%	16%	15%	17%	16%	17%	15%	15%	16%	17%	16%
median:	10%	10%	13%	10%	10%	11%	15%	10%	10%	10%	10%	10%
3. Selection of materials for purchase												
mean:	13%	15%	14%	13%	16%	15%	14%	15%	14%	14%	16%	14%
median:	10%	11%	10%	10%	15%	11%	10%	11%	10%	10%	15%	10%
4. Production of A-V materials												
mean:	3%	4%	5%	4%	6%	5%	5%	5%	4%	5%	2%	5%
median:	1%	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	2%
5. All other library/A-V activities (e.g., supervision, reference)												
mean:	29%	33%	31%	28%	31%	33%	29%	34%	31%	31%	30%	31%
median:	25%	30%	25%	24%	30%	30%	25%	30%	25%	26%	25%	25%
6. Classroom teaching (continuous long-term)												
mean:	20%	10%	5%	10%	5%	8%	5%	10%	13%	8%	9%	8%
median:	5%	*	*	*	*	*	*	*	*	*	1%	*
7. All other non-library/non-teaching activities												
mean:	6%	4%	5%	6%	5%	5%	6%	4%	5%	5%	5%	5%
median:	3%	1%	2%	3%	1%	1%	2%	2%	1%	2%	1%	2%
Total % of time	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

\* less than 0.5%



TABLE B11: INVOLVEMENT OF MEDIA SPECIALISTS WITH OTHER SEGMENTS OF THE LIBRARY COMMUNITY.

ACTIVITY	ENROLLMENT		GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL (n=619)	
	Up to 499 (n=106)	500-1299 (n=135)	1300+ (n=378)	K-8 (n=186)	9-12 (n=108)	K-12 (n=325)	Chicago Suburbs (n=277)	North & Central (n=178)	Southern Illinois (n=164)	Public (n=598)		Non- Public (n=21)
1. Regional library system activities 42/40%		55/41%	130/34%	53/28%	45/42%	129/40%	77/28%	72/40%	78/48%	220/37%	7/33%	227/37%
2. Professional association activities 40/38%		59/44%	162/43%	83/45%	61/56%	117/36%	135/49%	70/39%	56/34%	252/42%	9/43%	261/42%
3. Cooperative interlibrary activities 47/44%		76/56%	183/48%	76/41%	55/51%	175/54%	117/42%	96/54%	93/57%	300/50%	6/29%	306/49%
4. Other ways 8/8%		16/12%	47/12%	20/11%	12/11%	39/12%	32/12%	17/10%	22/13%	69/12%	2/10%	71/11%

TABLE B12: SEX AND AGE OF CERTIFIED SCHOOL LIBRARY MEDIA SPECIALISTS.

CHARACTER- ISTIC	ENROLLMENT				GRADES SERVED			GEOGRAPHIC REGION			TYPE OF SCHOOL		STATE SAMPLE TOTAL
	Up to 499	500-1299	1300+		K-8	9-12	K-12	Chicago Suburbs	North & Central	Southern Illinois	Public	Non- Public	
1. Sex													
Male:	9/8%	16/12%	66/17%		14/7%	28/26%	49/15%	39/14%	26/15%	26/16%	91/15%	--	91/15%
Female:	96/91%	119/88%	308/82%		169/91%	80/74%	274/84%	234/85%	151/85%	138/84%	502/84%	21/100%	523/84%
No answer:	1/1%	--	4/1%		3/2%	--	2/1%	4/1%	1/1%	--	5/1%	--	5/1%
2. Age													
29 or less:	13/12%	13/10%	19/5%		11/6%	5/5%	29/9%	11/4%	19/11%	15/9%	45/7%	--	45/7%
30-39:	46/43%	44/33%	129/34%		63/34%	38/35%	118/36%	89/32%	68/38%	62/38%	212/36%	7/33%	219/35%
40-49:	18/17%	35/26%	111/29%		48/26%	37/34%	79/24%	82/30%	48/27%	34/21%	161/27%	3/14%	164/27%
50-59:	15/14%	38/28%	92/24%		45/24%	17/16%	83/26%	70/25%	30/17%	45/27%	143/24%	2/10%	145/23%
60 or more:	14/13%	5/4%	26/7%		18/10%	11/10%	16/5%	24/9%	13/7%	8/5%	36/6%	9/43%	45/7%
No answer:	--	--	1/*		1/*	--	--	1/*	--	--	1/*	--	1/*
Total	106/100%	135/100%	378/100%		186/100%	108/100%	325/100%	277/100%	178/100%	164/100%	598/100%	21/100%	619/100%

\* less than 0.5%

## Appendix C: The Survey Form

Illinois State Library, Springfield, IL 62756

### 1982 Survey of a Sample of Illinois School Library Media Centers in Regard to Personnel. Part A.

This survey is being done, with the advice of an IAME committee, to secure data useful for state-wide planning and legislative development; all information supplied will be used as group data only. Since we are polling only a random sample of school districts, it is important that we get as many responses as possible.

Part A. For the District Supervisor of School Library Media Centers  
(Answers should be for the 1981/82 school year. If an exact figure is not available, supply your best estimate. Do not leave any item blank--enter "0" if that is the answer, or "NA" if not applicable.)

1a. Educational region, and county: \_\_\_\_\_

b. Name and number of school district: \_\_\_\_\_

2. In column (1) below, indicate the number of persons of each kind who were working in the school library media centers of this district in the middle of the spring 1981 term. The figure in column (1) should be the sum of the figures in column (2) and (3).

In column (2) give the number of those persons who worked full-time.

In column (3) give the number of those persons who worked part-time.

In column (4) give the total number of hours per week worked by all part-time persons of each kind.

	(1) Total No. of Persons	(2) Number Working Full-Time	(3) Part-Timers No. of Persons	(4) Total No. of Hours Per Week
(a) Professional media specialist _____ (A professional media specialist is a certificated person, employed in a position of professional grade whose duties require at least 18 semester hours of specialized training in media and library science at the university level.)	_____	_____	_____	_____
(b) Certificated teacher with less than 18 semester hours of media or library science courses	_____	_____	_____	_____
(c) Clerical	_____	_____	_____	_____
(d) Student (paid)	_____	XXX	_____	_____
(e) Student (unpaid)	_____	XXX	_____	_____
(f) Adult volunteers	_____	_____	_____	_____
(g) Other (e.g., LTA or Teacher Aide)	_____	_____	_____	_____

4. Your name and phone number: \_\_\_\_\_

Please return this form to the Illinois State Library.

1982 Survey of a Sample of Illinois School Library Media Centers  
in Regard to Personnel. Part B.

\*\*\*\*\*  
\* Please photocopy this Part B and send one copy to each \*  
\* professional media specialist in this school district. \*  
\*\*\*\*\*

This survey is being done, with the advice of an IAME committee, to secure data useful for state-wide planning and legislative development; all information supplied will be used as group data only. Since we are polling only a random sample of school districts, it is important that we get as many responses as possible.

Part B. For the Individual Professional Media Specialist

(A professional media specialist is a certificated teacher, employed in a position of professional grade whose duties require at least 18 semester hours of specialized training in media and library science at the 4-year college/university level.)

1. What formal academic preparation have you had in library science and educational media? (Please convert quarter hours or graduate units.)

<u>College or University</u>	<u>No. of Semester Hours</u>	<u>Degree Earned</u>	<u>Year Awarded</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. a. Which certificate(s) and with what endorsements do you hold in media or library science? Circle all the numbers which apply in your case.

- Standard Elementary Certificate with AV endorsement . . . . . 1
- Standard Elementary Certificate with School Library endorsement . . 2
- Standard Secondary Certificate with AV endorsement . . . . . 3
- Standard Secondary Certificate with School Library endorsement . . 4
- Standard Special Certificate with Media Specialist endorsement . . 5
- Standard Special Certificate with Library endorsement . . . . . 6
- Standard Special Certificate with AV endorsement . . . . . 7
- Other (specify) \_\_\_\_\_ 8
- None . . . . . 9

b. At what college or university did you take all (or most) of the teacher preparation courses, and when?

\_\_\_\_\_

c. What full-time paid classroom teaching experience have you had?

<u>Grade level</u>	<u>Subject(s)</u>	<u>No. of Years</u>
_____	_____	_____
_____	_____	_____

(continued on p. 2)



3. For how many years have you worked as a professional school librarian/ media specialist (at least half-time)

- a. in this school? . . . . . \_\_\_\_\_
- b. in this district but other than in this school? . . . . . \_\_\_\_\_
- c. in other school districts than this? . . . . . \_\_\_\_\_

4. For the school year 1981-82, estimate what percent of your time was (on the average) devoted to

- a. instruction in the use of materials and equipment (for individuals or groups)? . . . . . \_\_\_\_\_
- b. coordination of materials with the instructional program? . . . . . \_\_\_\_\_
- c. selection of materials for purchase? . . . . . \_\_\_\_\_
- d. production of audiovisual materials? . . . . . \_\_\_\_\_
- e. all other library/AV activities (e.g., supervision of students)? . . . . . \_\_\_\_\_
- f. classroom teaching (on a continuous term-long basis)? \_\_\_\_\_
- g. all other non-library non-teaching activities? . . . . . \_\_\_\_\_

The sum of lines a-g should total 100%

5. Have you been involved with other segments of the library community in the last year

- a. in regional library system activities? . . . . . Yes 1 No 2
- b. in professional association activities? . . . . . 1 2
- c. in cooperative inter-library activities? . . . . . 1 2
- d. in other ways? (describe on other side) . . . . . 1 2

6. a. Are you male (circle 1) or female (circle 2)? male . . . . . 1  
female . . . . . 2

b. In which age group are you? 29 or under. . 1  
30-39. . . . . 2  
40-49. . . . . 3  
50-59. . . . . 4  
60 or over . . 5

c. Name and number of this school district?

\_\_\_\_\_

Thank you. Please return this form to your school district supervisor for transmittal to the Illinois State Library.



Illinois School Library Media Center Holdings:  
The Report of a 1983 Survey

by Herbert Goldhor

Library Research Center  
Graduate School of Library and Information Science  
University of Illinois, Urbana-Champaign

Table of Contents

1. Introduction .....	46
2. Books and Magazines .....	48
Total Holdings and Annual Additions of Books .....	48
Easy Books, Fiction, and Total Nonfiction .....	49
Subdivisions of Nonfiction .....	51
Magazines and Newspapers .....	51
3. Nonprint Materials .....	54
Total Number Owned and Added .....	54
Specific Types of Nonprint Items .....	55
Most/Least Often Used Nonprint Materials .....	60
4. Experience with and Opinions on the Collection of Materials .	60
Strengths and Weaknesses of the Collection .....	60
Cooperative Collection Development .....	61
Appendix 1. Cover Letter and Questionnaire Form Used .....	63
Appendix 2. Responses to the Questions Cross-Analyzed by Public/Nonpublic, Geographic Region, Enrollment and Grades Served .....	68

Acknowledgements

Thanks are due to the 548 school librarians who answered the questionnaire on which this study is based. Many of my colleagues in the Library Research Center assisted in the conduct of this study, particularly Daisy Auyeung, Anita Booze, Robert Chong, David Conboy, Diane Forster, Amy Holtsford, and Abdus Sattar. The manuscript was typed by Kathy Painter.

## Section 1. Introduction.

This study was carried out in 1983/84 as part of a contract from the Illinois State Library. It was the third annual survey of school library media centers in Illinois done by the Research Center for the State Library. All were done with the assistance of an advisory committee of the Illinois Association for Media in Education, chaired by Tom Brown of New Trier West High School in Winnetka. The committee suggested that the 1983 survey be an in-depth study of the library materials held by a random sample of all Illinois school library media centers--public and private, affiliated or not affiliated with the state-funded regional library systems. This suggestion was accepted by the State Library, and work on the project was begun in 1982.

A preliminary draft of the proposed mail questionnaire was prepared, and copies sent to the members of the IAME committee, to Preston Levi of the ISL staff and to Cora E. Thomassen of the faculty of the University of Illinois library school. Their comments and suggestions were received and incorporated in a second draft which was pretested in half-a-dozen central Illinois school libraries. Further adjustments were made in the light of the pretest results, and a copy of the final form used appears here as Appendix 1.

Since there were about 5800 individual schools in Illinois, of all kinds at both the elementary and secondary levels, it was obviously necessary to poll a sample of them. The Illinois State Board of Education publishes an annual directory of all 1010 public school districts and 4210 schools, and provided us with a computer printout of 1539 nonpublic schools each of which is in effect both a district and an individual school. In the fall of 1983, questionnaires and cover letters were sent to the supervisor of school library media centers in a 20% sample of all public school districts and of all nonpublic schools, not including the Chicago public schools. Inasmuch as the desired data were to be of each individual school library media center separately, we sent each public school supervisor as many copies of the questionnaire as the number of schools in the district shown in the SBE directory. The drawing of the sample was done for us by the SBE by random selection from each of three size groups (up to 500 students, 500-1299, and 1300 or more) in the two types of schools; the SBE provided us with two sets of address labels for the private schools and the public school districts so chosen.

The questionnaires were sent out early in September 1983 through the 18 state-funded regional library systems which had earlier agreed to distribute the forms. Around the end of October a follow-up letter was sent to the non-respondents by US mail, and about 50 nonpublic unaffiliated schools replied that they had never received the first copy of the survey questionnaire. Eventually we had 548 usable returns, about half of all the schools in the original sample and almost 10% of all schools in the State; the composition of the respondents and that of the comparable universe of Illinois schools are shown in Table 1. The sample is representative of all schools by grades served, but the private schools are under-

represented in the respondents, probably because they are smaller and tend not to have libraries. Schools which reported they had no organized collection of materials, regardless of staffing, were not included in the net sample. The survey respondents are obviously not typical of all Illinois schools; we do not know whether they are typical of all Illinois schools with libraries (other than Chicago public schools), but they probably are.

Table 1. Composition of the Universe of Illinois Schools and of the Net Sample of Respondents: 1983.

	<u>Public Schools</u>	<u>Private Schools</u>	<u>Total</u>
Universe	4257/74%	1529/26%	5786/100%
Sample	457/83%	91/17%	548/100%

$$\chi^2 = 9.37, 1 \text{ df}, p < .01$$

	<u>Elementary Schools(a)</u>	<u>High Schools(b)</u>	<u>Total</u>
Universe	4751/82%	1035/18%	5786/100%
Sample	436/80%	112/20%	548/100%

$$\chi^2 = 2.29, 1 \text{ df}, p = .14$$

(a) Includes junior high and special education schools

(b) Includes K-12 schools.

Source of universe data: Illinois State Board of Education.

The questionnaires received from respondents were coded by one person and reviewed by another. The coded responses were then input into a computer file separately by two different people and their inputs compared and discrepancies reconciled. The data were then analyzed by SPSS (Statistical Package for the Social Sciences). In Appendix 2 are summaries of the responses to all the questions, cross-analyzed in turn by public vs. nonpublic schools, by three geographic regions of the State, by three levels of enrollment, and by two grade levels. Further special analyses can be done upon request.

The terms "private" and "nonpublic" schools are used as synonyms in this report, as are school libraries and school library media centers. "Average" is used as a synonym for arithmetic mean. No check was made on the accuracy of the data supplied. Some respondents indicated that 1982/83 was a bad year for school libraries insofar as budgets were cut and staff reduced; and the number of schools reporting the acquisition of materials in 1982/83 is substantially less than the number of total respondents. What we have gathered and report below are quantitative data; we have no information on the quality, age or usefulness of materials held or added.



In all cases in this report we show data only for those school library media centers which gave positive responses, i.e., not including those which reported no materials of the kind in question, which could supply no figures, or which did not answer that question. To convert the figure reported below for all positive responses to the comparable (estimated) figure for all respondents of that category, multiply the reported average by the number of respondents on which it is based, and divide by all respondents of that category. Thus the average number of easy books held in 1983 by 348 school libraries was 1219;  $1219 \times 348 \div 548$  (the total number of respondents) = 774, the estimated average number of easy books held by all respondents in this survey. This procedure assumes that those who did not answer a given question had no materials of that kind.

## Section 2. Books and Magazines.

Total Holdings and Annual Additions of Books: Of 531 schools which reported the number of books in their libraries (97% of all 548 respondents), the average number owned in June 1983 was 7009 and the median number was 5944 (see column 1 of Q I A 15 c in Appendix 2). Public school libraries were one-quarter to one-half larger than those of private schools; Chicago and suburban school libraries had more books on the average than did those in north and central Illinois, and those in north and central Illinois more than those in southern Illinois--the overall difference was 30-40% of the averages for southern Illinois. The largest differences were between schools with fewer than 250 pupils and those with over 450--the latter had 115-150% more books on the average than the former. Elementary schools had smaller average numbers of books than high schools--the latter were from about 50% to 100% larger.

Only 425 schools (78% of all 548 respondents) indicated how many books they had added in 1982/83, an overall average of 284 (4% of the average owned) and a median of 176 (3%). Private schools added as many or more books as did public schools; and schools in north and central Illinois added more books than did those in Chicago and the suburbs and those in turn more than in southern Illinois--an overall spread of 30-45% between the highest and the lowest. The biggest difference again is that between the smallest schools and the largest, with the latter 100% more than the former. High schools on the average added 60% more books than did elementary schools.

Much of this changes when we look at the totals owned and added on a per student basis (Q I A 15 e-f). Of 405 schools which reported both enrollment and the number of books owned (74% of all respondents), the average number owned in 1983 per student was 18 and the median 16. Public and private schools were about equal; those in Chicago and suburbs and in north and central Illinois were equal, and the schools in southern Illinois were only about 10% behind the others. The biggest differences are still to be found between small schools (under 250 pupils), medium (251-449), and large (over 450) ones. but this time the small schools have 40-80% more

books per student than do the large schools. High schools however exceed elementary schools in the average number of books owned per pupil, but only by 6-11%.

Similarly in regard to the number of books added in 1982/83 per student, the overall average for 405 schools was 0.7 (4% of the number owned) and the median was 0.5 (3%). Public and nonpublic schools were close, with the latter ahead of the former; schools in the three geographic regions were also close with those in north and central Illinois the highest and the schools in Chicago and suburbs the smallest by 30-50%. The smallest schools added 75-175% more books per pupil than did the largest schools. Elementary and high school libraries were about even.

Figures 1 and 2 depict graphically the above relationships.

Easy Books, Fiction, and Total Nonfiction: The state-wide average number of easy books owned was 1219, and the median 1148, for 348 schools (64% of all respondents) (Q I A 1 a in Appendix 2). Public schools, those in north and central Illinois, schools with over 250 pupils each, and elementary schools--all had more, and their counterparts less. The state-wide average number of easy books added in 1982/83 was 58 (5% of the number owned), and the median was 40 (3%). Public schools, those in north and central Illinois, and those with 251-449 students were the groups which exceeded both the state average and median. We did not calculate per student ratios for these or other parts of the total book collection.

Almost every school--520 or 95% of all respondents--reported the number of fiction books owned, an average of 1662 (24% of all books owned) and a median of 1448 (24%). The schools which were above these levels are public, in Chicago and suburbs, with over 450 pupils, and in high schools. Only 378 schools (69% of the total) reported the number of fiction books added in 1982/83, an average of 76 (5% of those owned) and a median of 45 (3%). Private schools, those in north and central Illinois and in southern Illinois, those in the largest schools, and high schools were the groups which added more fiction books on the average than the state as a whole.

Nonfiction here includes the ten main Dewey decimal classes, books in the professional collections for teachers, and in any other special collections (including reference books, paperbacks, vocational guidance materials, etc.). The average number of such books owned in 1983, by 525 schools (96% of all respondents) was 4062 and a median of 3044 (see Q I A 15 a-b). Public schools, those in Chicago and suburbs, large schools, and high schools were the groups which exceeded both the state-wide mean and median. Nonfiction books added in 1982/83 were reported by only 386 schools (70% of all respondents), an average of 154 (4% of the number owned) and a median of 82 (3%). Private schools, those in north and central Illinois, the largest schools and high schools all added more than the state average and median.

THOUSANDS FIG 1. AVERAGE NUMBER OF BOOKS OWNED BY ILLINOIS SCHOOL LIBRARY MEDIA CENTERS OF VARIOUS KINDS, IN 1983.

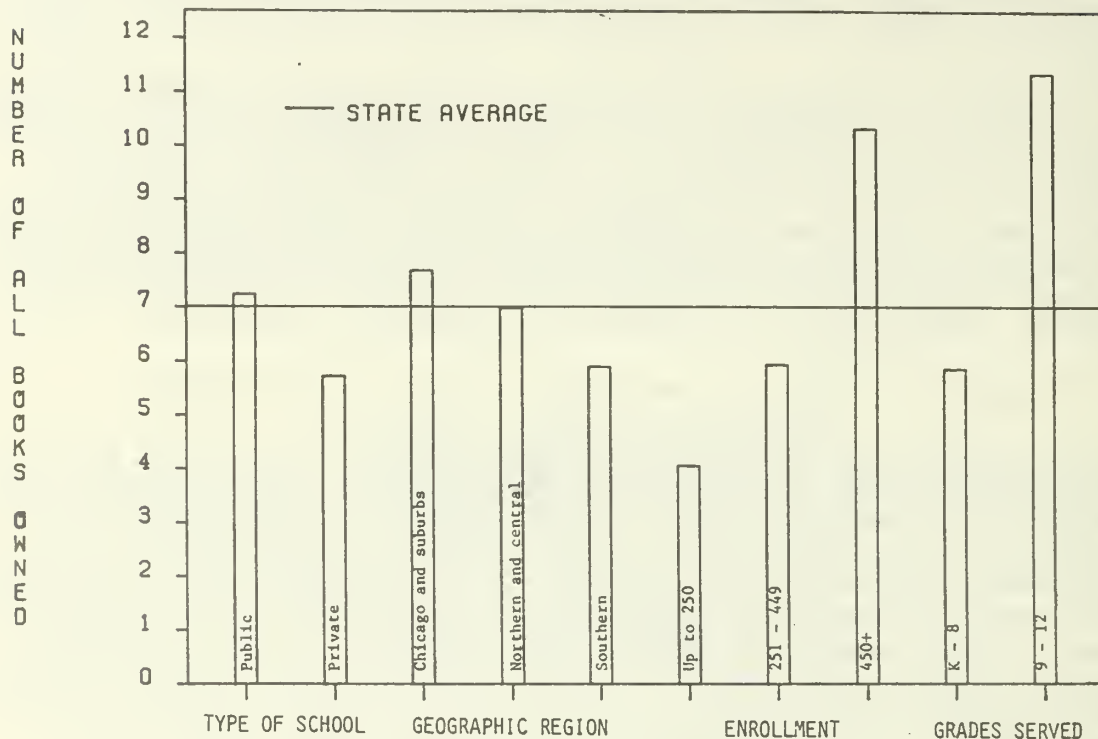
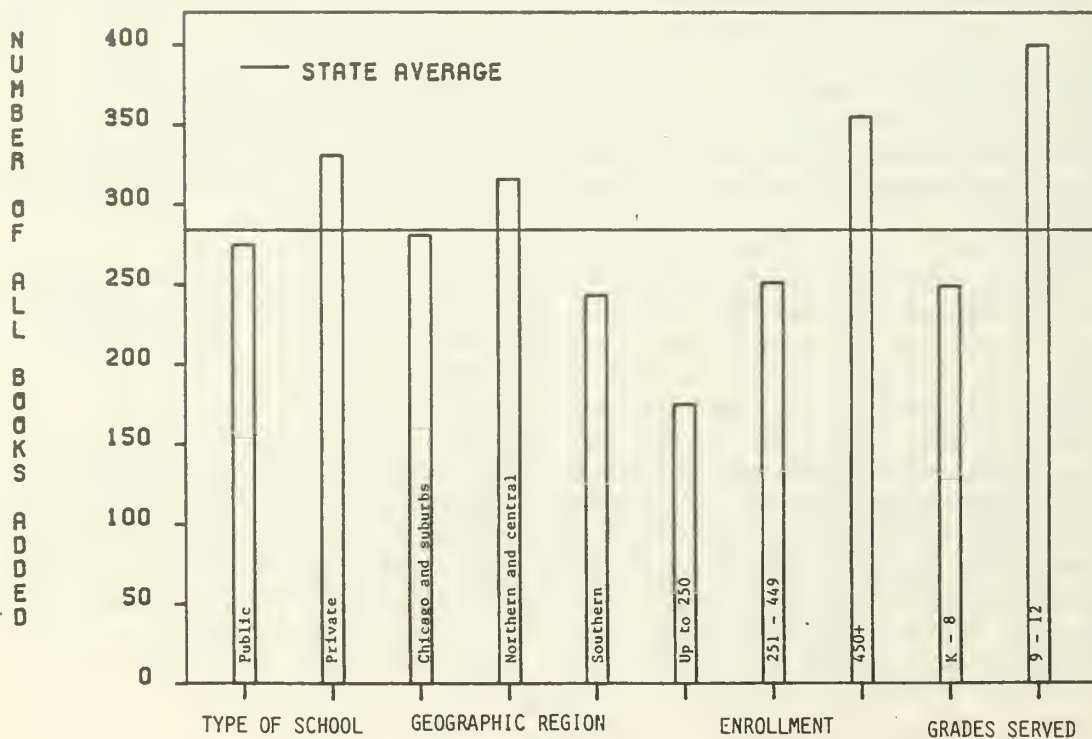


FIGURE 2. AVERAGE NUMBER OF BOOKS ADDED BY ILLINOIS SCHOOL LIBRARY MEDIA CENTERS OF VARIOUS KINDS, IN 1983.





Subdivisions of Nonfiction: Table A shows for each of 12 subdivisions of nonfiction which categories of schools held or added more books than the state average and median. Public school libraries held above average numbers of books in 9 classes, but private school libraries added above average numbers in 7. Chicago and suburban schools excelled in 9 classes, schools in north and central Illinois in 7, and southern Illinois in 2. Library media centers in small and medium schools were above average in no class, while those in large schools owned or added more books than the state average in all 12 classes. Elementary schools excelled in no class, and high schools in all 12. No category of school excelled in both the number of books held and the number added in all 12 classes.

In interpreting Table A, one must remember that the number of school libraries represented in each category of school and in each class differs widely and as a percentage of all schools of that category which answered the survey questionnaire (see Q I A 3-14 of Appendix 2 for details). Take column b, the state-wide average and median, as an example; the number of school library media centers, represented by positive answers as to books held in each class, average 81% of all 548 responses and are a median of 86%. In regard to books added in each class, the number of school libraries with positive reports average 42% of all 548 and are a median of 47%. The other school libraries either reported no books owned or added in any given class or (more often) said that they had no data on the number held or added.

For each of the same 11 categories of schools represented in Table A, Table B shows the four classes of nonfiction with the largest numbers of books held in 1983 (Part A of Table B) and added in 1982/83 (Part B). In all cases, the ranking of classes is from the largest first--by the average or arithmetic mean. The four largest classes of nonfiction books held are the 900s, the 500s, the special collections other than professional books, and the 300s. Though there are some differences in the ranking of these classes in the various categories, the only exception is in the high schools where the 800s displaced the 300. In the case of books added, the same four classes predominate but the 600s and 700s are also represented partly as a result of ties and partly by displacement of 300s and 500s.

Magazines and Newspapers: Most school libraries (508 or 93% of all respondents) received magazines and newspapers, a mean of 32 titles and a median of 17. A higher percentage of public schools reported a larger mean and median than of private schools. School libraries in the three geographic regions were very much alike, with those in southern Illinois a little higher than the others and those in Chicago and suburbs a little lower. As might be expected, the percentage of schools and the average number of titles increased steadily as one goes from small to medium to large schools. High schools reported about 400% more titles than did elementary schools.

Table A. Subdivisions of Nonfiction (Owned in 1983, and Added in 1982/83)  
With Indication of Those Categories of School Libraries with More  
Than the State-Wide Average and Median.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
Sub- division	State Average /Median	Type Pub- Non- lic Pub.		Region Chicago No.& & Subs. Cen.		So. IL	Enrollment 1- 251- 450 250 449 +			Level Elem. High Schs. Schs.	
000-099											
owned	121/41		*	*					*		*
added	12/4		*	*					*		*
100-199											
owned	61/25	*							*		*
added	7/3		*	*		*			*		*
200-299											
owned	88/43		*	*					*		*
added	7/2		*	*							*
300-399											
owned	599/426	*		*					*		*
added	26/12		*			*			*		*
400-499											
owned	54/25	*		*					*		*
added	7/2		*	*							
500-599											
owned	640/584	*		*	*				*		*
added	25/14				*						
600-699											
owned	416/336	*		*	*				*		*
added	23/12								*		*
700-799											
owned	402/304	*		*					*		*
added	23/14				*				*		*
800-899											
owned	434/203	*							*		*
added	13/6		*						*		*
900-999											
owned	1361/1018	*			*				*		*
added	44/20								*		*
Professional collection											
owned	128/75		*	*					*		*
added	14/4		*	*		*					
Other special collections											
owned	628/390	*							*		*
added	55/27	*			*				*		*
Number of *		10	10	13	7	2	0	0	20	0	21

How to read this table: For books classified in 000-999, the state-wide average number held in 1983 was 121 and the median was 41; nonpublic schools, those in Chicago and suburbs, schools with 450 or more students, and high schools all held more than this mean and median.

Source for this table: Appendix 2 here, Q I A 3-14.



Table B. The Four Largest Classes of Nonfiction Shown by the Average Number of Books  
(Held in 1983 and Added in 1982/83) for Each Category of School.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)		(j)	(k)	(l)
								Enrollment				
Class	State	Pub- lic	Type	Chic. & Subs.	Region		1- 250	251- 449	450 +	Elem. Schs.	High Schs.	
	Total	Non- Pub.			No. & Gen.	So. IL						
Part A. Average Number of Books Held in 1983/Rank Order.												
000-099												
100-199												
200-299												
300-399	599/4	635/4	417/4	655/3	587/4	521/3	278/4	441/3	965/2		412/4	1265/4
400-499												
500-599	640/2	680/2	444/2	717/2	668/2	479/4	393/2	617/2	837/4		611/2	
600-699												
700-799												
800-899												1279/3
900-999	1361/1	1419/1	1072/1	1460/1	1403/1	1144/1	712/1	1037/1	2108/1		1023/1	2563/1
Professional collection												
Other special collections												
628/3	660/3	429/3		590/4	657/3	662/2	340/3	438/4	942/3		442/3	1306/2
Part B. Average Number of Books Added in 1982/83/Rank Order.												
000-099												
100-199												
200-299												
300-399	26/3	25/3	32/4	28/3	28/4	20/3	17/3		31/3			44/3
400-499												
500-599	25/4	24/4		24/4	29/3	19/4	18/3	27/3			25/3	
600-699				24/4	19/4							35/4
700-799				19/4	19/4			21/4	28/4		21/4	
800-899												
900-999	44/4	38/2	84/1	52/1	42/2	35/2	22/2	34/2	50/2		40/2	58/2
Professional collection 37/3												
Other special collections												
55/1	56/1	52/2		44/2	65/1	44/1	26/1	48/1	73/1		43/1	90/1

At least as important as the number of titles currently received is the number of which back issues are kept. A total of 339 school library media centers (62% of all respondents) kept unbound back issues for more than three years--an average of 27 titles and a median of 12. Public schools reported higher numbers than did private schools. The three geographic regions were very close, with Chicago and suburbs at the low end. The numbers increase by 200% from small schools to large, and by 400-585% from elementary to high schools.

Binding back issues is not a common method for treating old files. Only 96 libraries (18%) reported any, and they had an average of 4.2 titles and a median of 1.5. No category of school is unusually high or low. Even fewer schools, 59 or 11%, held magazines and newspapers on microfilm or microfiche--an average of 26 and a median of 11 titles. These are found more often in public schools, in Chicago and suburbs, in large schools, and in high schools than in their opposites.

### Section 3. Nonprint Materials.

Total Number Owned and Added: 520 schools (95%) reported holding some audiovisual or nonbook materials--an average of 1572 and a median of 1192, or about one-fifth the number of books held (Q II A 25 a). Pamphlets and vertical file material are included in these totals by the number of file drawers. Public schools held substantially more nonbook items than did private schools; those in Chicago and suburbs more than either of the other two regions; large schools 200-300% more than small schools; and high schools more than elementary schools. Only 365 schools (67%) added any nonprint materials--an average of 74 (5% of the number held) and a median of 35 (3%), and those again are 20-25% of the number of books added. In the case of items added in 1982/83, pamphlets and vertical file materials were counted in inches. A smaller percentage of private schools reported additions than of public, but those which did had comparable numbers; of the three geographic regions, Chicago and suburbs added the highest numbers. Large schools reported higher numbers than did small or medium-sized schools; and high schools more than elementary schools.

When we convert these data into per pupil figures (Q II A 26 a), we find that the overall state average of nonprint items held in 1983 is 4.0 and the median 3.2 (vs. 18 and 16 books held per pupil). Public and non-public schools are approximately equal; Chicago and suburban schools lead the rest of the state; small schools have more per pupil than do large schools and about as many as do medium-sized schools; and elementary schools are approximately equal to high schools. The statewide average number of nonbook items added in 1982/83 per pupil was 0.2 and the median 0.1 (vs. 0.7 and 0.5 books added per pupil). All categories of schools but one have these very same mean and median figures; the exception consists of the small schools which had a mean of 0.3 and a median of 0.2 items added per pupil.

Specific Types of Nonprint Items: Data were secured on 23 specific types of nonprint materials (Q II A 1-24 a). Table C shows the four types which were held by the largest number of school library media centers in each of the 10 categories of schools and of all the sample respondents. Three of the four types--sound filmstrips, silent filmstrips and phonorecords--appear in all 11 columns though not always in exactly the same order. The fourth type--audiocassettes--appears in 8 of the 11 columns, and is replaced by wall maps or globes, overhead transparencies, and pamphlets and vertical file material. None of the types of nonprint materials most often held by these school library media centers are of the most modern and high technology materials, and indeed most of them are manually operated and traditional in nature. We shall see in a moment what materials were most often being added in 1982/83, but first a brief review of the data on the other types of nonprint materials held.

8mm films were held by less than a fourth of all schools and in modest numbers. 16mm films were held by even fewer schools, though most if not all respondents had access to local or regional film libraries; such materials available from any sources outside the individual school were not included in these counts. Reel-to-reel audio tapes were also in the low to medium range of number held and by number of owning schools. Videocassettes were about at the same level, but videodiscs and videotapes were at a very low level. Framed pictures were held by 25% of all school libraries but also in very low numbers. Overhead transparencies and slides (including microscope slides, and arbitrarily counting a "set" of slides as 10 and a "tray" as 25) were in the medium to high range both in numbers held and by the number of school libraries reporting.

Microcomputer program diskettes (or cartridges or cassettes) were found in 39% of all respondents and in reasonable numbers--mean of 33, median of 25. Of 144 respondents (26% of the total) who gave us the number of diskettes by brand name, 75% named Apple for 84% of all 4209 diskettes reported, 10% named TRS 80 for 6% of the diskettes, and 5 other brands accounted for the remaining 10%.

Approximately 45% of these school libraries owned posters (graphs or charts) and pictures, but they owned 10 to 20 times as many pictures as posters. Models and realia were both in the low range; games-puzzles-toys and multi-media kits were both in the medium range. Most (67%) school libraries had some wall maps or globes--mean of 15, median of 4. About 10% of the respondents named other nonprint or nonbook materials, e.g., career kits, vocations file, activity cards, puppets, telescopes and other scientific equipment, study prints, etc.

Table D lists the four types of nonprint materials which were added in 1982/83 by the largest number of school library media centers in the whole sample and in each of the ten categories of schools. Only one type appears in every column and always in the first rank--sound filmstrips. Audio-cassettes are in 10 of the 11 columns, phonorecords in 9, and microcomputer program diskettes in 9; one other appears in two columns--videocassettes, and 4 others in one column each--silent filmstrips, pamphlets, multimedia

Table C. Mean and Median Number of Items of the Four Nonprint Types of Materials Held in 1983 by the Largest Number of School Library Media Centers in the Whole Sample and in Each of Ten Categories.

(a) Rank	(b) Whole Sample (548)	(c) Public Schools (457)	(d) Private Schools (91)
1	Sound filmstrips Held by 86% 357/244	Sound filmstrips Held by 88% 367/250	Sound filmstrips Held by 77% 301/116
2	Silent filmstrips Held by 83% 384/300	Phonorecords Held by 85% 174/115	Phonorecords Held by 77% 248/124
3	Phonorecords Held by 83% 185/117	Silent filmstrips Held by 84% 389/311	Silent filmstrips Held by 75% 355/200
4	Audiocassettes Held by 72% 177/75	Audiocassettes Held by 74% 182/76	Audiocassettes Held by 62% 148/50
(a) Rank	(e) Chicago & suburbs (238)	(f) North and Cen. IL (165)	(g) Southern Illinois (145)
1	Sound filmstrips Held by 89% 401/252	Silent filmstrips Held by 88% 343/282	Sound filmstrips Held by 80% 310/158
2	Phonorecords Held by 85% 185/114	Phonorecords Held by 87% 157/116	Phonorecords Held by 77% 191/122
3	Silent filmstrips Held by 83% 419/322	Sound filmstrips Held by 86% 343/272	Silent filmstrips Held by 76% 349/263
4	Wall maps or globes Held by 74% 20/8	Audiocassettes Held by 68% 132/69	Audiocassettes Held by 65% 127/68



Table C, continued.

(a) Rank	(h)	(i) Enrollment	(j)
	Up to 250 (137)	251-449 (202)	450+ (176)
1	Phonorecords Held by 74% 94/64	Sound filmstrips Held by 92% 304/228	Sound filmstrips Held by 91% 541/408
2	Silent filmstrips Held by 72% 242/169	Silent filmstrips Held by 87% 386/316	Phonorecords Held by 90% 290/188
3	Sound filmstrips Held by 72% 190/110	Phonorecords Held by 86% 147/98	Silent filmstrips Held by 87% 474/415
4	Audiocassettes Held by 68% 89/30	Audiocassettes Held by 71% 200/96	Overhead transparencies Held by 79% 269/107

(a) Rank	(k) Elementary Schools (436)	(l) High Schools (112)
1	Sound filmstrips Held by 87% 320/240	Phonorecords Held by 88% 383/250
2	Silent filmstrips Held by 84% 387/300	Sound filmstrips Held by 82% 510/250
3	Phonorecords Held by 82% 130/100	Silent filmstrips Held by 79% 370/264
4	Audiocassettes Held by 71% 171/68	Pamphlets & VF Held by 78% 12/8 file drawers



Table D. Mean and Median Number of Items of the Four Nonprint Types of Materials Added in 1982/83 by the Largest Number of School Libraries in the Whole Sample and in Each of Ten Categories.

(a) Rank	(b) Whole Sample (548)	(c) Public Schools (457)	(d) Private Schools (91)
1	Sound filmstrips Added by 50% 25/15	Sound filmstrips Added by 53% 24/15	Sound filmstrips Added by 32% 27/15
2	Microcomputer program diskettes Added by 21% 24/14	Microcomputer program diskettes Added by 23% 25/14	Audiocassettes Added by 20% 30/18
3	Audiocassettes Added by 21% 14/8	Phonorecords Added by 22% 10/5	Silent filmstrips Added by 18% 12/8
4	Phonorecords Added by 21% 12/5	Audiocassettes Added by 21% 12/8	Phonorecords Added by 14% 29/7
(a) Rank	(e) Chicago & suburbs (238)	(f) North and Cen. IL (165)	(g) Southern Illinois (145)
1	Sound filmstrips Added by 51% 24/16	Sound filmstrips Added by 63% 26/16	Sound filmstrips Added by 32% 20/10
2	Audiocassettes Added by 26% 13/10	Phonorecords Added by 31% 9/6	Videocassettes Added by 18% 18/10
3	Microcomputer program diskettes Added by 25% 25/20	Microcomputer program diskettes Added by 27% 25/12	Pamphlets & VF Added by 14% 26/24 inches
4	Multi-media kits Added by 19% 24/5	Audiocassettes Added by 23% 10/6	Phonorecords Added by 14% 18/5

Table D, continued.

(a)	(h)	(i) Enrollment	(j)
Rank	Up to 250 (137)	251-449 (202)	450+ (176)
1	Sound filmstrips Added by 43% 16/10	Sound filmstrips Added by 51% 19/12	Sound filmstrips Added by 57% 34/21
2	Microcomputer program diskettes Added by 20% 21/16	Phonorecords Added by 23% 10/5	Microcomputer program diskettes Added by 26% 29/14
3	Audiocassettes Added by 20% 8/5	Microcomputer program diskettes Added by 20% 21/12	Audiocassettes Added by 25% 16/8
4	Posters Added by 18% 9/5	Audiocassettes Added by 20% 17/10	Phonorecords Added by 25% 14/6

(a)	(k) Elementary Schools (436)	(l) High Schools (112)
Rank		
1	Sound filmstrips Added by 48% 22/15	Sound filmstrips Added by 58% 34/17
2	Microcomputer program diskettes Added by 21% 24/14	Videocassettes Added by 37% 19/10
3	Phonorecords Added by 18% 12/6	Audiocassettes Added by 35% 16/6
4	Audiocassettes Added by 17% 14/8	Phonorecords Added by 31% 12/5

kits and posters. Of the four types of nonbook materials most often added, three were also among the four types most often held (see Table C, column b) and they are all standard and traditional types. Only the microcomputer programs are of the new technology.

But while 62-91% of schools in the various categories held the four most popular types of nonbook materials, only 14-63% reported adding the most popular types in 1982/83. And the numbers added are usually less than 10% of the total held in 1983, with microcomputer programs a conspicuous exception. More than half of all schools with micro programs added some in 1982/83, and what they added was more than half of the total they had at the end of the school year 1982/83. In the case of 10 of the 23 different types of nonprint materials, fewer than 5% of all respondents reported any additions.

Most/Least Often Used Nonprint Materials: So far we have presented data on the types of nonprint materials most often held (and added in 1982/83) by these school libraries. In addition we asked the respondents to identify the three types most often--and least often--used. Over half of all the school libraries in the sample answered these particular questions. Sound filmstrips were mentioned more often than any other as the type most often used--more than twice as often as the type in second place and that was silent filmstrips. Sound filmstrips were no. 1 in all ten categories, and silent filmstrips no. 2 in all categories but high schools. The next three types--audiocassettes, multi-media kits, and phonorecords--were equally often named overall, with minor variations in some of the categories of schools. These five types accounted for 70% of all types reported as most often used.

The type of nonprint material named most frequently as least used is overhead transparencies, just ahead of slides and audiotapes, but this rank order was altered in the case of small schools and high schools. The three types next most often reported as least used are phonorecords, pictures, and games, puzzles and toys. All six together account for just over 50% of all types named as least often used. Note that phonorecords were named both as most often and least often used.

#### Section 4. Experience with and Opinions on the Collection of Materials.

Strengths and Weaknesses of the Collection: Two-thirds of all the respondents named an average of 1.7 subject fields in which the collection of materials was unable to provide what was desired by the students and teachers (Q III A). General science was named most often as such a subject and by all ten categories of schools. The next four subjects most often named are computers, social studies, history, and applied science and technology--in that order overall but not in all categories. All five subjects together account for less than half of all those named.

When asked to name the subject fields in which their collections were most nearly adequate, 78% of the respondents listed an average of 1.7 fields. The three most often named are general science, history, and social studies, but they were not always in that order or even the top three in all categories. For example, general science was named most nearly adequate in 21% of all the responses from elementary school library media centers but only in 3% of those from high schools. The next set of three subjects considered most nearly adequate are general fiction, literature and authors, and biographies--all close together overall but with considerable variation in the several categories. All six subjects together account for 66% of all fields named as most nearly adequate.

An even larger percentage of respondents--82%--submitted an average of 1.7 subjects in which these libraries were thought to be least adequate. General science was by far the one subject most often named and in every category of school. We cannot explain how it is that general science is most often termed most adequate and least adequate, but there are these two considerations. We combined into broad subjects the fields actually named by respondents, so it may be that some areas of science were adequate and others termed inadequate. It is also possible that some schools named science adequate and others termed it inadequate; the former were 21% of all respondents and the latter 29%. Another four subjects--applied science and technology, biographies, social studies and history--were almost equally often named inadequate. Together the top five fields included almost half of all responses to this question.

We tried to get another evaluation of the strengths and weaknesses of the collection of materials by asking for the names of those subjects in which materials are most often borrowed on interlibrary loan and those in which materials are most often lent (Q III D-E). On the former point, 254 respondents (46% of all) named an average of 1.5 subjects; on the latter 144 (26%) also 1.5. The six subjects most often named in both groups are exactly the same. General science and social studies head both lists, and account for about 30% of all responses; reading and reading skills, and history, are the two lowest in both groups; general fiction and audiovisual software are in the middle in both groups. All six subjects account for about 60% of all responses in each group.

In a related pair of questions (Q III F-G), over half of the sample indicated that they borrow more print than nonprint items from other libraries, while only 15% of the sample reported that they lend about the same proportion of print and nonprint. There is considerable variation in the categories of schools from this overall pattern, e.g., high schools borrow and lend substantially more print than nonprint, while the reverse is true of elementary schools.

Cooperative Collection Development: Cooperative collection development (CCD) was defined on the survey instrument as "arrangements between two or more libraries by which each agrees to add or to keep materials of certain kinds or in certain subjects, and to share the use of those materials." Despite this, it is clear from the comments on some of the returns that in



many cases respondents interpreted this question to refer to interlibrary loan. As a result we think the responses are suspect and at best represent an overstatement of the facts.

Over half of the respondents said they favored CCD--or interlibrary loan--most often with other school library media centers in their district and with the local public library. This pattern is found in every category, and private schools favored working with the local public library even more than with other schools in their own district. When asked to indicate each type of library with which CCD is now in effect, 21% of all respondents named other school library media centers in their own district, and 13% the local public library. This pattern held in all categories except private schools where markedly few schools responded. The very next question (Q IV E) asked if the respondent school was or was not affiliated with ILLINET through a regional library system. Overall 41% said yes; 62-65% of the high schools and of the schools in southern Illinois, but only 7% of the nonpublic schools.





OFFICE OF THE SECRETARY OF STATE  
SPRINGFIELD, ILLINOIS 62756

ILLINOIS STATE LIBRARY

September 20, 1984

To the School Library Media Specialist, or the District Coordinator or  
Supervisor of School Library Media Centers\*:

With the approval of and in cooperation with the State Board of Education, the Illinois State Library is conducting a survey of a random sample of school districts both public and private. Your school or school district happens to be in our sample, and I am writing to ask you to answer the enclosed questionnaire at your earliest convenience and by no later than October 15, 1984. A stamped self-addressed envelope is provided here.

This survey is being conducted by the University of Illinois Library Research Center; if you have any questions about the survey, call or write Dr. Herbert Goldhor, 410 DKH, University of Illinois, 1407 W. Gregory Drive, Urbana, IL 61801 (217-333-1980). The survey questionnaire was reviewed by a committee of the Illinois Association for Media in Education, and was pre-tested in half-a-dozen school library media centers. The results of the survey will be written up by Dr. Goldhor, and published by the Illinois State Library as an issue of its Illinois Library Statistical Reports. Copies of that publication will be made available without charge.

The results of this survey will be of value to state agencies and professional associations for state-wide planning, and to individual schools and school districts. Since we are using a random sample of schools and school districts, it is important that we get your response. Please assist us in this matter.

Sincerely yours,

*Bridget L. Lamont*  
Bridget L. Lamont  
Director

BLL:kap

Enclosures

\* If no such position exists, please give this letter to the most nearly appropriate person.

1984 Survey of Illinois School Library Media Centers

(Please complete this questionnaire by October 15, 1984)

(Circle the appropriate number at the right-hand edge for your answer to each question. Answers should be for the 1983/84 school year. If an exact figure is not available, supply your best estimate. Please answer for the whole of your school district. When your figures are based on a definition different from that given here, supply your definition. Do not leave any item blank; enter "0" if that is the answer, or "NAP" if the question is "not applicable" to your situation, or "NAV" if the figure desired is "not available."  
"Media Center" and "Library" are used here as synonyms.)

1. (a) Education Service Region, county, name and number of school district:

\_\_\_\_\_

- (b) Full mailing address: \_\_\_\_\_

\_\_\_\_\_

2. Number of pupils in the school district (as of Sept. 1984): \_\_\_\_\_

3. Is there a library media center in any school in this district?  
Yes.....1  
No.....2

4. If "Yes," is there a person officially designated as district  
library media center supervisor or coordinator? Yes.....1  
No.....2

5. (a) How many separate attendance centers are there in  
the district? \_\_\_\_\_

- (b) Regardless of staffing, in how many of these attendance centers  
(1) is the library media center in a separate room  
which is not usually used for any other purpose? \_\_\_\_\_

- (2) is the library media center in a room which is  
normally used also for some other purpose  
(e.g., study hall)? \_\_\_\_\_

- (3) is service provided only by classroom libraries? \_\_\_\_\_

- (4) is service provided by some other arrangement? (specify)  
\_\_\_\_\_

- (5) is no library media service available? \_\_\_\_\_

If the sum of lines (1)-(5) does not equal the number given in line 5(a),  
please explain.

6. (a) What was the total number of professional media specialists who worked in the district in 1983/84 (a professional media specialist is a certificated person, employed in a position of professional grade whose duties require a minimum of 18 semester hours of specialized training in media and library science at the 4-year college or university level)? .....\_\_\_\_\_
- (b) How many of these persons worked full-time in the library? \_\_\_\_\_
- (c) How many of these persons worked part-time in the library and did classroom teaching part-time (but were full-time employees)? .....\_\_\_\_\_
- (d) How many of these persons worked part-time in the library and were not otherwise employed in the school district? .....\_\_\_\_\_
- (If the sum of rows (b)-(d) does not equal the number given in row (a), please explain.)
7. (a) How many cataloged books were added to the school library collections in this school district in 1983/84? (count copies not titles) \_\_\_\_\_
- (b) How many non-print items were added? (count titles and not physical objects or duplicates) \_\_\_\_\_
- (c) As far as you know, how many library books were lost or found missing during or by the end of the 1983/84 school year? \_\_\_\_\_
8. How was cataloging and processing of library materials for this district done in 1983/84? Check all that apply and estimate the division of work.
- |  | <u>% of Total</u> |
|--|-------------------|
| (a) By staff at the district level _____                 | _____             |
| (b) By staff at the building level _____                 | _____             |
| (c) By the use of outside agencies (e.g., Brodart) _____ | _____             |
| (d) By other arrangement (specify) _____                 | _____             |
| Total  | 100%              |
9. Regardless of staffing, how many hours on the average were the library media centers in your district open for use, in a typical school week last year? \_\_\_\_\_

10. Did any library media center in this district cooperate with the local public library in a shared program of service in the summer of 1984?  
Yes.....1  
No.....2
11. Does the district have a centralized audiovisual production center?  
Yes.....1  
No.....2
12. Circle the number at the right-hand edge for each type of production facility or service which the district provided in 1983/84 for either students, faculty or both.
- (a) making transparencies .....1
  - (b) audiotape duplication .....2
  - (c) making posters .....3
  - (d) graphics .....4
  - (e) slide-tape production .....5
  - (f) original videotaping .....6
  - (g) videotaping off the air .....7
13. Are any of the school library media centers in this district affiliated with ILLINET through the regional Library System?  
Yes.....1  
No.....2
14. (a) Does any library media center in your district have regular access to a microcomputer?  
Yes.....1  
No.....2
- (b) If "No," go to question 15. If "Yes," how many media centers have access to a microcomputer?  
\_\_\_\_\_
- (c) How many microcomputers of each make are so available to the media centers?
- (1) Apple .....\_\_\_\_\_
  - (2) Atari .....\_\_\_\_\_
  - (3) Commodore .....\_\_\_\_\_
  - (4) IBM Personal Computer .....\_\_\_\_\_
  - (5) Osborne .....\_\_\_\_\_
  - (6) Radio Shack TRS-80 .....\_\_\_\_\_
  - (7) Other (which?) .....\_\_\_\_\_
- \_\_\_\_\_

14. (d) What kinds of software are used on the micro by the media center staff or by students? Circle the number at right for each answer.
- (1) Word processing .....1
  - (2) Games .....2
  - (3) Statistical and computational .....3
  - (4) Instructional .....4  
(in what subjects mostly?\_\_\_\_\_)
  - (5) Other .....5  
(specify:\_\_\_\_\_)
- (e) In general how frequently are the microcomputers used by media center staff or by students?
- (1) Constantly (6 hours a day or more) .....1
  - (2) Frequently (2-5 hours a day) .....2
  - (3) Occasionally (1 hour a day) .....3
  - (4) Rarely or never .....4
15. Show expenditures made by the district for library media centers in the 1983/84 school year for each purpose listed, and from all sources of funds (district budget, Federal grants, donations, fines, etc.). Round to whole dollars.

<u>Purpose of Expenditure</u>	<u>Total From All Sources</u>
(a) Printed materials (books, magazines, newspapers, etc.)	_____
(b) Non-print materials for resource collection (phonorecords, cassettes, slides, etc.) Include rental of films if coordinated by the media center.	_____
(c) Equipment and supplies	_____
(d) All other purposes (not including salaries)	_____
Total	_____

16. (a) Name of person completing this form: \_\_\_\_\_
- (b) Your telephone number and extension: \_\_\_\_\_

Thank you. Please return this questionnaire to the Illinois State Library in the enclosed self-addressed stamped envelope.



Appendix 2. Responses to the Questions Cross-Analyzed by Public/Nonpublic,  
Geographic Region, Enrollment and Grades Served.  
(see notes at the end of Appendix 2)

(a) Question	(b) Type of School		(d) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	(e) No. and Cen. IL (165)	(f) Southern Illinois (145)
Q I A 1 a. Total Number of Easy Books Owned.					
1-500 :	54/19%	23/35%	40/25%	12/11%	25/30%
501-1000:	44/16%	27/41%	27/17%	22/21%	22/27%
1001-1500:	80/28%	14/21%	44/28%	33/31%	17/21%
1501-2000:	62/22%	--	30/19%	25/24%	7/8%
2001-2500:	25/9%	2/3%	13/8%	8/8%	6/7%
2501+ :	17/6%	--	5/3%	6/6%	6/7%
Mean:	1330	746	1181	1369	1184
Median:	1291	710	1174	1330	920
N:	282/100%	66/100%	159/100%	106/100%	83/100%
%:	62%	73%	67%	64%	57%
Q I A 1 b. Number of Easy Books Added in 1982/83.					
1-100:	172/85%	38/93%	97/91%	67/81%	46/87%
101-200:	24/12%	3/7%	8/8%	15/18%	4/7%
201+ :	6/3%	--	2/2%	1/1%	3/6%
Mean:	60	47	48	65	69
Median:	42	30	34	51	36
N:	202/100%	41/100%	107/100%	83/100%	53/100%
%:	44%	45%	45%	50%	37%
Q I A 2 a. Total Number of Fiction Books Owned.					
1-500:	18/4%	6/7%	8/4%	7/4%	9/7%
501-1000:	74/17%	29/36%	48/21%	26/16%	29/22%
1001-1500:	133/30%	21/26%	63/28%	54/34%	37/27%
1501-2000:	97/22%	15/19%	48/21%	31/20%	33/24%
2001-2500:	40/9%	4/5%	23/10%	17/11%	4/3%
2501-3000:	32/7%	4/5%	17/8%	8/5%	11/8%
3001-4000:	29/7%	--	8/4%	11/7%	10/7%
4001+ :	16/4%	2/2%	11/5%	5/3%	2/2%
Mean:	1728	1308	1742	1695	1584
Median:	1500	1099	1456	1432	1462
N:	439/100%	81/100%	226/100%	159/100%	135/100%
%:	96%	89%	95%	96%	93%
Q I A 2 b. Number of Fiction Books Added in 1982/83.					
1-100:	265/82%	41/75%	126/80%	108/84%	72/78%
101-200:	40/12%	10/18%	23/15%	13/10%	14/15%
201+ :	18/6%	4/7%	8/5%	18/6%	6/7%
Mean:	74	85	69	80	83
Median:	45	50	40	46	50
N:	323/100%	55/100%	157/100%	129/100%	92/100%
%:	71%	60%	66%	78%	63%

(a) Question	(g)	(h)	(i)	(j)	(k)	(1)
	Up to 250 (137)	Enrollment 251-449 (202)	450+ (176)	Grades K-8 (436)	Served 9-12 (112)	Sample Total (548)
Q I A 1 a. Total Number of Easy Books Owned.						
1-500 :	29/34%	24/16%	18/20%	68/20%	9/60%	77/22%
501-1000:	26/31%	35/23%	10/11%	69/21%	2/13%	71/20%
1001-1500:	19/23%	45/29%	23/26%	91/27%	3/20%	94/27%
1501-2000:	7/8%	27/17%	26/29%	62/19%	--	62/18%
2001-2500:	3/4%	11/7%	9/10%	27/8%	--	27/8%
2501+ :	--	12/8%	4/4%	16/5%	1/7%	17/5%
Mean:	821	1323	1397	1244	659	1219
Median:	746	1206	1352	1173	280	1148
N:	84/100%	154/100%	90/100%	333/100%	15/100%	348/100%
%:	61%	76%	51%	76%	13%	64%
Q I A 1 b. Number of Easy Books Added in 1982/83.						
1-100:	53/90%	92/85%	58/87%	206/87%	4/80%	210/86%
101-200:	5/8%	14/13%	7/10%	26/11%	1/20%	27/11%
201+ :	1/2%	2/2%	2/3%	6/2%	--	6/3%
Mean:	56	62	51	59	37	58
Median:	30	46	38	40	19	40
N:	59/100%	108/100%	67/100%	238/100%	5/100%	243/100%
%:	43%	53%	38%	55%	4%	44%
Q I A 2 a. Total Number of Fiction Books Owned.						
1-500:	11/9%	9/5%	2/1%	22/5%	2/2%	24/5%
501-1000:	41/34%	44/22%	13/8%	85/21%	18/17%	103/20%
1001-1500:	46/38%	63/32%	35/20%	132/32%	22/21%	154/30%
1501-2000:	15/12%	42/21%	48/28%	89/22%	23/21%	112/22%
2001-2500:	2/2%	19/10%	21/12%	34/8%	10/9%	44/8%
2501-3000:	5/4%	12/6%	17/10%	30/7%	6/6%	36/7%
3001-4000:	1/1%	4/2%	23/13%	12/3%	17/16%	29/6%
4001+ :	1/1%	3/2%	13/8%	9/2%	9/8%	18/3%
Mean:	1205	1498	2185	1548	2103	1662
Median:	1120	1362	1850	1399	1800	1448
N:	122/100%	196/100%	172/100%	413/100%	107/100%	520/100%
%:	89%	97%	98%	95%	96%	95%
Q I A 2 b. Number of Fiction Books Added in 1982/83.						
1-100:	81/89%	121/85%	92/72%	247/83%	59/74%	306/81%
101-200:	6/7%	17/12%	24/19%	36/12%	14/18%	50/13%
201+ :	4/3%	5/3%	11/9%	15/5%	7/9%	22/6%
Mean:	62	71	85	73	88	76
Median:	37	46	51	40	58	45
N:	91/100%	143/100%	127/100%	298/100%	80/100%	378/100%
%:	66%	71%	72%	68%	71%	69%

(a) Question	(b) Type of School		(d) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q I A 3 a. Number of Nonfiction Books Owned in the Class 000-099.					
1-25:	136/35%	28/36%	59/29%	56/38%	49/41%
26-75:	127/33%	15/19%	57/28%	53/36%	32/27%
76+ :	126/32%	35/45%	85/42%	38/26%	38/32%
Mean:	115	156	154	97	96
Median:	38	60	59	34	37
N:	389/100%	78/100%	201/100%	147/100%	119/100%
%:	85%	86%	84%	89%	82%
Q I A 3 b. Number of Nonfiction Books in the Class 000-099 Added in 1982/83.					
Mean:	11	17	15	9	10
Median:	4	8	6	3	5
N:	218	34	99	99	54
%:	48%	37%	42%	60%	37%
Q I A 4 a. Number of Nonfiction Books Owned in the Class 100-199.					
1-15:	120/31%	39/53%	76/39%	38/26%	45/39%
16-45:	133/35%	17/23%	58/29%	65/45%	27/23%
46+ :	131/34%	17/23%	63/32%	42/29%	43/37%
Mean:	62	59	65	56	62
Median:	26	14	25	25	25
N:	384/100%	73/100%	197/100%	145/100%	115/100%
%:	84%	80%	83%	88%	79%
Q I A 4 b. Number of Nonfiction Books in the Class 100-199 Added in 1982/83.					
Mean:	6	16	9	6	6
Median:	3	4	3	3	3
N:	164	22	78	72	36
%:	36%	24%	33%	44%	25%
Q I A 5 a. Number of Nonfiction Books Owned in the Class 200-299.					
1-30:	157/40%	8/10%	61/30%	53/36%	51/43%
31-60:	128/33%	15/19%	58/29%	51/35%	34/29%
61+ :	103/27%	55/71%	83/41%	42/29%	33/28%
Mean:	60	226	119	57	72
Median:	39	100	50	40	37
N:	388/100%	78/100%	202/100%	146/100%	118/100%
%:	85%	86%	85%	88%	81%
Q I A 5 b. Number of Nonfiction Books in the Class 200-299 Added in 1982/83.					
Mean:	4.4	15	8	7	4.1
Median:	2.2	8	3	2	2.3
N:	122	29	68	50	33
%:	27%	32%	29%	30%	23%

(a) Question	(g)	(h)	(i)	(j)	(k)	(l)
	Up to 250 (137)	Enrollment 251-449 (202)	450+ (176)	Grades K-8 (436)	Served 9-12 (112)	Sample Total (548)
Q I A 3 a. Number of Nonfiction Books Owned in the Class 000-099.						
1-25:	46/44%	68/40%	37/23%	152/42%	12/12%	164/35%
26-75:	26/25%	55/32%	57/35%	116/32%	26/25%	142/30%
76+ :	32/31%	49/28%	70/43%	96/26%	65/63%	161/34%
Mean:	77	106	161	88	241	121
Median:	34	34	60	31	150	41
N:	104/100%	172/100%	164/100%	364/100%	103/100%	467/100%
%:	76%	85%	93%	83%	92%	85%
Q I A 3 b. Number of Nonfiction Books in the Class 000-099 Added in 1982/83.						
Mean:	11	10	12	10	17	12
Median:	4	3	5	4	8	4
N:	61	79	102	185	67	252
%:	45%	39%	58%	42%	60%	46%
Q I A 4 a. Number of Nonfiction Books Owned in the Class 100-199.						
1-15:	50/51%	70/41%	29/18%	156/44%	3/3%	159/35%
16-45:	28/29%	65/38%	43/30%	137/38%	13/13%	150/33%
46+ :	20/20%	37/21%	83/52%	63/18%	85/84%	148/32%
Mean:	29	35	105	29	174	61
Median:	15	20	48	18	139	25
N:	98/100%	172/100%	160/100%	356/100%	101/100%	457/100%
%:	72%	85%	91%	82%	90%	83%
Q I A 4 b. Number of Nonfiction Books in the Class 100-199 Added in 1982/83.						
Mean:	4.4	4.0	8	6	10	7
Median:	3.0	2.1	4	3	6	3
N:	38	58	81	127	59	186
%:	28%	29%	46%	29%	53%	34%
Q I A 5 a. Number of Nonfiction Books Owned in the Class 200-299.						
1-30:	40/40%	79/46%	31/19%	152/42%	13/13%	165/35%
31-60:	34/34%	54/31%	50/30%	126/35%	17/16%	143/31%
61+ :	27/27%	40/23%	83/51%	85/23%	73/71%	158/34%
Mean:	53	66	127	54	206	88
Median:	36	33	62	37	116	43
N:	101/100%	173/100%	164/100%	363/100%	103/100%	466/100%
%:	74%	86%	93%	83%	92%	85%
Q I A 5 b. Number of Nonfiction Books in the Class 200-299 Added in 1982/83.						
Mean:	9	6	6	6	7	7
Median:	2	2	3	2	4	2
N:	37	42	65	97	54	151
%:	27%	21%	37%	22%	48%	28%



(a) Question	(b) Type of School		(d) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q I A 6 a. Number of Nonfiction Books Owned in the Class 300-399.					
1-275:	74/19%	43/55%	52/26%	26/18%	39/32%
276-500:	150/38%	16/21%	60/30%	67/46%	39/32%
501+ :	168/43%	19/24%	90/45%	54/37%	43/36%
Mean:	635	417	655	587	521
Median:	450	234	454	437	380
N:	392/100%	78/100%	202/100%	147/100%	121/100%
%:	86%	86%	85%	89%	83%
Q I A 6 b. Number of Nonfiction Books in the Class 300-399 Added in 1982/83.					
Mean:	25	32	28	28	20
Median:	12	14	12	13	10
N:	247	38	111	106	68
%:	54%	42%	47%	64%	47%
Q I A 7 a. Number of Nonfiction Books Owned in the Class 400-499.					
1-15:	106/27%	32/42%	52/26%	47/32%	39/33%
16-40:	156/40%	22/29%	66/34%	63/43%	49/41%
41+ :	125/32%	22/29%	79/40%	37/25%	31/26%
Mean:	55	52	74	37	43
Median:	27	20	32	23	25
N:	387/100%	76/100%	197/100%	147/100%	119/100%
%:	85%	84%	83%	89%	82%
Q I A 7 b. Number of Nonfiction Books in the Class 400-499 Added in 1982/83.					
Mean:	5	23	12	4.1	4.0
Median:	2	3	3	1.9	2.4
N:	152	23	69	65	41
%:	33%	25%	29%	39%	28%
Q I A 8 a. Number of Nonfiction Books Owned in the Class 500-599.					
1-350:	74/19%	44/56%	41/20%	30/20%	47/39%
351-600:	106/27%	20/26%	55/27%	32/22%	39/32%
601-850:	99/25%	8/10%	39/19%	45/31%	23/19%
851+ :	113/29%	6/8%	67/33%	40/27%	12/10%
Mean:	680	444	717	668	479
Median:	628	302	646	636	424
N:	392/100%	78/100%	202/100%	147/100%	121/100%
%:	86%	86%	85%	89%	83%
Q I A 8 b. Number of Nonfiction Books in the Class 500-599 Added in 1982/83.					
Mean:	24	27	24	29	19
Median:	14	12	15	15	10
N:	264	45	125	113	71
%:	58%	49%	53%	68%	49%



(a) Question	(g)	(h)	(i)	(j)	(k)	(l)
	Enrollment		450+	Grades Served		Sample Total
	Up to 250 (137)	251-449 (202)		K-8 (436)	9-12 (112)	
Q I A 6 a. Number of Nonfiction Books Owned in the Class 300-399.						
1-275:	54/51%	39/23%	13/8%	110/30%	7/7%	117/25%
276-500:	39/37%	80/46%	39/24%	147/40%	19/18%	166/35%
501+ :	12/11%	54/31%	112/68%	110/30%	77/75%	187/40%
Mean:	278	441	965	412	1265	599
Median:	254	407	618	375	900	426
N:	105/100%	173/100%	164/100%	367/100%	103/100%	470/100%
%:	77%	86%	93%	84%	92%	86%
Q I A 6 b. Number of Nonfiction Books in the Class 300-399 Added in 1982/83.						
Mean:	17	19	31	20	44	26
Median:	7	10	17	10	25	12
N:	64	96	114	214	71	285
%:	47%	48%	65%	49%	63%	52%
Q I A 7 a. Number of Nonfiction Books Owned in the Class 400-499.						
1-15:	54/53%	50/29%	23/14%	130/36%	8/8%	130/30%
16-40:	35/34%	78/45%	57/35%	153/42%	25/25%	178/38%
41+ :	13/13%	45/26%	82/51%	79/22%	68/67%	147/32%
Mean:	24	33	92	32	133	54
Median:	15	25	42	21	67	25
N:	102/100%	173/100%	162/100%	362/100%	101/100%	463/100%
%:	74%	86%	92%	83%	90%	84%
Q I A 7 b. Number of Nonfiction Books in the Class 400-499 Added in 1982/83.						
Mean:	4.2	2.9	6	7	7	7
Median:	2.2	2.2	3	2	3	2
N:	34	54	81	124	51	175
%:	25%	27%	46%	28%	46%	32%
Q I A 8 a. Number of Nonfiction Books Owned in the Class 500-599.						
1-350:	62/59%	36/21%	13/8%	90/24%	28/27%	118/25%
351-600:	24/23%	58/33%	33/20%	106/29%	20/19%	126/27%
601-850:	11/10%	45/26%	46/28%	88/24%	19/18%	107/23%
851+ :	8/8%	34/20%	72/44%	83/23%	36/35%	119/25%
Mean:	393	617	837	611	746	640
Median:	302	578	802	565	620	584
N:	105/100%	173/100%	164/100%	367/100%	103/100%	470/100%
%:	77%	86%	93%	84%	92%	86%
Q I A 8 b. Number of Nonfiction Books in the Class 500-599 Added in 1982/83.						
Mean:	18	27	22	25	23	25
Median:	10	13	15	13	15	14
N:	74	105	118	240	69	309
%:	54%	52%	67%	55%	62%	56%

Question	(a)	(b)	(c)	(d)	(e)	(f)
		Type of School		Geographic Region		
		Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Gen. IL (165)	Southern Illinois (145)
Q I A 9 a.	Number of Nonfiction Books Owned in the Class 600-699.					
1-200:		79/20%	46/59%	47/23%	35/24%	43/36%
200-350:		104/27%	17/22%	54/27%	35/24%	32/26%
351-500:		98/25%	6/8%	43/21%	40/27%	21/17%
501+ :		111/28%	9/12%	58/29%	37/25%	25/21%
Mean:		451	240	446	434	345
Median:		372	170	350	365	288
N:		392/100%	78/100%	202/100%	147/100%	121/100%
%:		86%	86%	85%	89%	83%
Q I A 9 b.	Number of Nonfiction Books in the Class 600-699 Added in 1982/83.					
Mean:		22	29	24	24	19
Median:		12	10	11	12	11
N:		258	37	119	109	67
%:		56%	41%	50%	66%	46%
Q I A 10 a.	Number of Nonfiction Books Owned in the Class 700-799.					
1-200:		100/26%	45/58%	59/29%	38/26%	48/40%
201-400:		150/38%	19/24%	62/31%	65/44%	42/35%
401+ :		142/36%	14/18%	81/41%	44/30%	31/26%
Mean:		426	285	453	396	325
Median:		328	156	336	306	250
N:		392/100%	78/100%	202/100%	147/100%	121/100%
%:		86%	86%	85%	89%	83%
Q I A 10 b.	Number of Nonfiction Books in the Class 700-799 Added in 1982/83.					
Mean:		23	25	23	27	19
Median:		15	10	13	16	11
N:		248	37	113	105	67
%:		54%	41%	47%	64%	46%
Q I A 11 a.	Number of Nonfiction Books Owned in the Class 800-899 (including story collections).					
1-150:		122/31%	43/55%	82/41%	41/28%	42/35%
151-300:		148/38%	16/21%	68/34%	59/40%	37/31%
301+ :		121/31%	19/24%	52/26%	47/32%	41/34%
Mean:		443	390	514	387	356
Median:		219	146	196	220	200
N:		391/100%	78/100%	202/100%	147/100%	120/100%
%:		86%	86%	85%	89%	83%
Q I A 11 b.	Number of Nonfiction Books in the Class 800-899 Added in 1982/83.					
Mean:		13	14	13	14	14
Median:		5	8	6	5	6
N:		223	39	111	100	51
%:		49%	43%	47%	61%	35%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q I A 9 a. Number of Nonfiction Books Owned in the Class 600-699.						
1-200:	62/59%	40/23%	13/8%	118/32%	7/7%	125/27%
201-350:	21/20%	63/36%	30/18%	101/28%	20/19%	121/26%
351-500:	19/18%	40/23%	40/24%	83/23%	21/20%	104/22%
501+ :	3/3%	30/17%	81/49%	65/18%	55/53%	120/26%
Mean:	217	344	626	332	713	416
Median:	184	303	500	299	538	336
N:	105/100%	173/100%	164/100%	367/100%	103/100%	470/100%
%:	77%	86%	93%	84%	92%	86%
Q I A 9 b. Number of Nonfiction Books in the Class 600-699 Added in 1982/83.						
Mean:	13	18	27	19	35	23
Median:	8	11	15	10	24	12
N:	66	97	120	221	74	295
%:	48%	48%	68%	51%	66%	54%
Q I A 10 a. Number of Nonfiction Books Owned in the Class 700-799.						
1-200:	65/62%	55/32%	17/10%	133/36%	12/12%	145/31%
201-400:	34/32%	78/45%	44/27%	141/38%	28/27%	169/36%
401+ :	6/6%	40/23%	103/63%	93/25%	63/61%	156/33%
Mean:	187	314	638	309	736	402
Median:	172	276	484	272	538	304
N:	105/100%	173/100%	164/100%	367/100%	103/100%	470/100%
%:	77%	86%	93%	84%	92%	86%
Q I A 10 b. Number of Nonfiction Books in the Class 700-799 Added in 1982/83.						
Mean:	12	21	28	21	31	23
Median:	8	14	20	12	20	14
N:	60	100	113	218	67	285
%:	44%	50%	64%	50%	60%	52%
Q I A 11 a. Number of Nonfiction Books Owned in the Class 800-899 (including story collections).						
1-150:	67/64%	61/35%	24/15%	163/44%	2/2%	165/35%
151-300:	26/25%	73/42%	57/35%	153/42%	11/11%	164/35%
301+ :	11/11%	39/23%	83/51%	50/14%	90/87%	140/30%
Mean:	158	245	806	196	1279	434
Median:	122	200	308	167	867	203
N:	104/100%	173/100%	164/100%	366/100%	103/100%	469/100%
%:	76%	86%	93%	84%	92%	86%
Q I A 11 b. Number of Nonfiction Books in the Class 800-899 Added in 1982/83.						
Mean:	7	10	19	8	28	13
Median:	4	5	8	4	15	6
N:	63	82	107	190	72	262
%:	46%	41%	61%	44%	64%	48%

(a) Question	(b) Type of School		(d)	(e)	(f)
	Public (457)	Private (91)	Chicago & Suburbs (238)	Geographic Region No. and Cen. IL (165)	Southern Illinois (145)
Q I A 12 a. Number of Nonfiction Books Owned in the Class 900-999 (including biographies).					
1-600 :	76/19%	32/41%	50/25%	25/17%	33/28%
601-800 :	55/14%	15/19%	32/16%	19/13%	19/16%
801-1200:	94/24%	6/8%	35/17%	40/27%	25/21%
1201-1800:	85/22%	15/19%	38/19%	36/25%	26/22%
1801+ :	81/21%	10/13%	47/23%	27/18%	17/14%
Mean:	1419	1072	1460	1403	1144
Median:	1054	682	1000	1086	850
N:	391/100%	78/100%	202/100%	147/100%	120/100%
%:	86%	86%	85%	89%	83%
Q I A 12 b. Number of Nonfiction Books in the Class 900-999 Added in 1982/83.					
Mean:	38	84	52	42	35
Median:	20	20	18	20	20
N:	256	43	119	110	70
%:	56%	47%	50%	67%	48%
Q I A 13 a. Number of Books Owned in the Professional Collection.					
1-40 :	102/33%	14/26%	41/25%	46/37%	29/37%
41-100:	91/29%	15/27%	49/30%	36/29%	21/27%
101+ :	116/38%	26/47%	72/44%	42/34%	28/36%
Mean:	122	160	155	110	100
Median:	72	100	90	56	66
N:	309	55	162	124	78
%:	68%	60%	68%	75%	54%
Q I A 13 b. Number of Books Added to the Professional Collection in 1982/83.					
Mean:	10	37	17	9	16
Median:	4	6	5	4	7
N:	112	18	56	49	25
%:	25%	20%	24%	30%	17%
Q I A 14 a. Number of Books Owned in Other Special Collections.					
1-150:	61/26%	18/49%	38/32%	25/24%	16/33%
151-550:	83/35%	9/24%	39/32%	38/37%	15/31%
551+ :	92/39%	10/27%	43/36%	41/39%	18/37%
Mean:	660	429	590	657	662
Median:	404	164	388	346	390
N:	236/100%	37/100%	120/100%	104/100%	49/100%
%:	52%	41%	50%	63%	34%
Q I A 14 b. Number of Books Added to Other Special Collections in 1982/83.					
Mean:	56	52	44	65	44
Median:	30	16	22	36	12
N:	123	16	47	72	20
%:	27%	18%	20%	44%	14%



(a) Question	(g)	(h)	(i)	(j)	(k)	(l)
	Enrollment	Enrollment	Enrollment	Grades Served	Grades Served	Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q I A 12 a. Number of Nonfiction Books Owned in the Class 900-999 (including biographies).						
1-600 :	45/43%	39/23%	17/10%	105/29%	3/3%	108/23%
601-800 :	27/26%	28/16%	11/7%	65/18%	5/5%	70/15%
801-1200:	19/18%	50/29%	22/13%	83/23%	17/16%	100/21%
1201-1800:	13/12%	41/24%	44/27%	76/21%	24/23%	100/21%
1801+ :	1/1%	14/8%	70/43%	37/10%	54/52%	91/19%
Mean:	712	1037	2108	1023	2563	1361
Median:	675	950	1574	834	1829	1018
N:	105/100%	172/100%	164/100%	366/100%	103/100%	469/100%
%:	77%	85%	93%	84%	92%	86%
Q I A 12 b. Number of Nonfiction Books in the Class 900-999 Added in 1982/83.						
Mean:	22	34	50	40	58	44
Median:	12	17	26	16	38	20
N:	73	101	114	225	74	299
%:	53%	50%	65%	52%	66%	55%
Q I A 13 a. Number of Books Owned in the Professional Collection.						
1-40 :	36/44%	53/37%	25/20%	104/35%	12/18%	116/32%
41-100:	27/33%	45/32%	30/24%	93/31%	13/19%	106/29%
101+ :	18/22%	45/32%	69/56%	100/34%	42/63%	142/39%
Mean:	73	100	181	108	215	128
Median:	48	59	112	60	150	75
N:	81/100%	143/100%	124/100%	297/100%	67/100%	364/100%
%:	59%	71%	70%	68%	60%	66%
Q I A 13 b. Number of Books Added to the Professional Collection in 1982/83.						
Mean:	7	9	11	15	10	14
Median:	6	4	5	4	6	4
N:	25	45	54	98	32	130
%:	18%	22%	31%	22%	29%	24%
Q I A 14 a. Number of Books Owned in Other Special Collections.						
1-150:	24/43%	33/36%	20/18%	72/34%	7/12%	79/29%
151-550:	19/34%	30/32%	37/34%	82/38%	10/17%	92/34%
551+ :	13/23%	30/32%	53/48%	60/28%	42/71%	102/37%
Mean:	340	438	942	442	1306	628
Median:	200	278	514	286	1037	390
N:	56/100%	93/100%	110/100%	214/100%	59/100%	273/100%
%:	41%	46%	62%	49%	53%	50%
Q I A 14 b. Number of Books Added to Other Special Collections in 1982/83.						
Mean:	26	48	73	43	90	55
Median:	15	26	43	22	39	27
N:	33	42	57	102	37	139
%:	24%	21%	32%	23%	33%	25%



(a) Question	(b) Type of School		(e) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q I A 15 a. Total Number of Nonfiction Books Owned.					
1-1000:	29/7%	10/12%	14/6%	10/6%	15/11%
1001-2500:	125/28%	38/46%	67/29%	45/28%	51/38%
2501-4000:	143/32%	14/17%	57/25%	62/39%	38/28%
4001+ :	145/33%	21/25%	90/40%	44/27%	32/23%
Mean:	4163	3527	4624	3928	3281
Median:	3230	1984	3464	3041	2596
N:	442/100%	83/100%	228/100%	161/100%	136/100%
%:	97%	91%	96%	98%	94%
Q I A 15 b. Total Number of Nonfiction Books Added in 1982/83.					
1-100:	194/58%	29/54%	94/58%	72/55%	57/61%
101-500:	125/38%	20/37%	59/37%	53/40%	33/36%
501+ :	13/4%	5/9%	8/5%	7/5%	3/3%
Mean:	140	239	162	161	129
Median:	82	86	79	96	70
N:	332/100%	54/100%	161/100%	132/100%	93/100%
%:	73%	59%	68%	80%	64%
Q I A 15 c. Total Number of All Books Owned.					
1-1000 :	8/2%	--	2/1%	2/1%	4/3%
1001-4000 :	95/21%	35/42%	55/24%	34/21%	41/30%
4001-7000 :	165/37%	28/33%	73/32%	64/40%	56/41%
7001-10,000:	103/23%	12/14%	59/26%	36/22%	20/14%
10,000+ :	76/17%	9/11%	42/18%	26/16%	17/12%
Mean:	7250	5725	7687	6984	5902
Median:	6287	4200	6594	6245	4760
N:	447/100%	84/100%	231/100%	162/100%	138/100%
%:	98%	92%	97%	98%	95%
Q I A 15 d. Total Number of All Books Added in 1982/83.					
1-150:	154/43%	29/44%	81/46%	47/33%	55/53%
151-300:	111/31%	23/35%	56/32%	51/35%	27/26%
301+ :	94/26%	14/21%	40/23%	46/32%	22/21%
Mean:	275	331	281	316	243
Median:	176	174	168	210	146
N:	359/100%	66/100%	177/100%	144/100%	104/100%
%:	79%	73%	74%	87%	72%
Q I A 15 e. Total Number of Books Owned Per Pupil.					
< 5 :	3/1%	1/2%	2/1%	1/1%	1/1%
5-9.9 :	39/11%	11/17%	22/13%	11/8%	17/18%
10-14.5:	105/31%	18/29%	46/27%	43/31%	34/35%
15-19.9:	83/24%	17/27%	40/24%	39/28%	21/22%
20+ :	112/33%	16/25%	60/35%	45/32%	23/24%
Mean:	19	17	19	19	17
Median:	16	16	17	17	15
N:	342/100%	63/100%	170/100%	139/100%	96/100%
%:	75%	69%	71%	84%	66%

Appendix 2, p. 12.

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q I A 15 a. Total Number of Nonfiction Books Owned.						
1-1000:	21/17%	11/6%	3/2%	37/9%	2/2%	39/7%
1001-2500:	62/50%	65/33%	24/14%	152/36%	11/10%	163/31%
2501-4000:	30/24%	74/37%	47/27%	137/33%	20/19%	157/30%
4001+ :	11/9%	48/24%	99/57%	91/22%	75/69%	166/32%
Mean:	2167	3138	6460	3049	7976	4062
Median:	1858	2874	4536	2715	5393	3044
N:	124/100%	198/100%	173/100%	417/100%	108/100%	525/100%
%:	91%	98%	98%	96%	96%	96%
Q I A 15 b. Total Number of Nonfiction Books Added in 1982/83.						
1-100:	74/78%	83/59%	57/44%	196/65%	27/31%	223/58%
101-500:	20/21%	56/39%	63/48%	98/33%	47/55%	145/38%
501+ :	1/1%	3/2%	11/8%	6/2%	12/14%	18/5%
Mean:	85	127	195	128	245	154
Median:	53	81	119	70	136	82
N:	95/100%	142/100%	131/100%	300/100%	86/100%	386/100%
%:	69%	70%	74%	69%	77%	70%
Q I A 15 c. Total Number of All Books Owned.						
1-1000:	5/4%	2/1%	1/1%	7/2%	1/1%	8/2%
1001-4100:	60/48%	49/25%	11/6%	118/28%	12/11%	130/24%
4001-7000:	49/39%	86/43%	47/27%	159/38%	34/31%	193/36%
7001-10,000:	11/9%	46/23%	55/31%	100/24%	15/13%	115/22%
10,000+ :	1/1%	16/8%	62/35%	36/9%	49/44%	85/16%
Mean:	4065	5940	10,321	5863	11,344	7009
Median:	3830	5730	8,222	5600	8,828	5944
N:	126/100%	199/100%	176/100%	420/100%	111/100%	531/100%
%:	92%	99%	100%	96%	99%	97%
Q I A 15 d. Total Number of All Books Added in 1982/83.						
1-150:	68/64%	70/45%	36/25%	153/47%	30/31%	183/43%
151-300:	29/27%	47/30%	53/37%	109/33%	25/26%	134/32%
301+ :	10/9%	39/25%	53/37%	66/20%	42/43%	108/25%
Mean:	175	251	355	249	400	284
Median:	124	172	230	160	259	176
N:	107/100%	156/100%	142/100%	328/100%	97/100%	425/100%
%:	78%	77%	81%	75%	87%	78%
Q I A 15 e. Total Number of Books Owned Per Pupil.						
< 5 :	--	3/2%	1/1%	3/1%	1/1%	4/1%
5-9.9 :	8/7%	17/11%	25/18%	44/14%	6/6%	50/12%
10-14.5:	18/17%	38/24%	67/47%	93/30%	30/33%	123/30%
15-19.9:	17/16%	48/31%	35/25%	81/26%	19/21%	100/25%
20+ :	64/60%	50/32%	14/10%	92/29%	36/39%	128/32%
Mean:	25	18	14	18	20	18
Median:	22	17	14	16	17	16
N:	107/100%	156/100%	142/100%	313/100%	92/100%	405/100%
%:	78%	77%	81%	72%	82%	74%

(a) Question	(b) (c) Type of School		(d) (e) (f) Geographic Region		
	Public	Private	Chicago	No. and	Southern
	(457)	(91)	& Suburbs (238)	Cent. IL (165)	Illinois (145)
Q I A 15 f. Total Number of Books Added in 1982/83, Per Pupil.					
< 1 :	279/82%	45/71%	136/80%	109/78%	79/82%
1-1.9:	54/16%	14/22%	31/18%	24/17%	13/14%
2-2.9:	3/1%	3/5%	2/1%	3/2%	1/1%
3+ :	6/2%	1/2%	1/1%	3/2%	3/3%
Mean:	0.7	0.8	0.6	0.8	0.8
Median:	0.5	0.6	0.4	0.6	0.4
N:	342/100%	63/100%	170/100%	139/100%	96/100%
%:	75%	69%	71%	84%	66%
Q I B 1. Number of Different Magazines and Newspapers Currently Received.					
1-10:	96/22%	29/40%	56/26%	28/18%	41/31%
11-25:	189/43%	21/29%	92/43%	75/47%	43/32%
26+ :	151/35%	22/31%	68/31%	56/35%	49/37%
Mean:	33	23	31	32	34
Median:	17	14	16	17	18
N:	436/100%	72/100%	216/100%	159/100%	133/100%
%:	95%	79%	91%	96%	92%
Q I B 2 a. Number of Different Magazines and Newspapers for Which Unbound Back Issues are Kept More Than Three Years.					
1-20:	185/64%	36/71%	93/65%	68/64%	60/67%
21-70:	70/24%	13/25%	37/26%	26/24%	20/22%
71+ :	33/12%	2/4%	13/9%	13/12%	9/10%
Mean:	29	18	27	27	29
Median:	12	7	10	15	12
N:	288/100%	51/100%	143/100%	107/100%	89/100%
%:	63%	56%	60%	65%	61%
Q I B 2 b. Number of Different Magazines and Newspapers of Which Back Issues Are Bound.					
Mean:	4.3	3.4	3.9	2.6	7
Median:	1.4	2.5	1.5	1.3	3
N:	84	12	37	34	25
%:	18%	13%	16%	21%	17%
Q I B 2 c. Number of Different Magazines and Newspapers Which Are Available in Microfilm or Microfiche.					
Mean:	27	8	39	17	20
Median:	12	10	12	7	13
N:	56	3	22	18	19
%:	12%	3%	9%	11%	13%

Appendix 2, p. 14.

(a) Question	(g)	(h) Enrollment		(i)	(j) Grades Served	(k)	(1) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)		K-8 (436)	9-12 (112)	(548)
Q I A 15 f. Total Number of Books Added in 1982/83, Per Pupil.							
< 1 :	68/64%	123/79%	133/94%		250/80%	74/80%	324/80%
1-1.9:	30/28%	29/19%	9/6%		52/17%	16/17%	68/17%
2-2.9:	5/5%	1/1%	--		5/2%	1/1%	6/1%
3+ :	4/4%	3/2%	--		6/2%	1/1%	7/2%
Mean:	1.1	0.7	0.4		0.8	0.7	0.7
Median:	0.7	0.5	0.4		0.5	0.5	0.5
N:	107/100%	156/100%	142/100%		313/100%	92/100%	405/100%
%:	78%	77%	81%		72%	82%	74%
Q I B 1. Number of Different Magazines and Newspapers Currently Received.							
1-10:	52/45%	50/26%	15/9%		122/31%	3/3%	125/25%
11-25:	34/30%	96/51%	67/38%		205/15%	5/4%	210/41%
26+ :	29/25%	44/23%	93/53%		71/81%	102/93%	173/34%
Mean:	19	22	51		18	83	32
Median:	12	15	28		14	72	17
N:	115/100%	190/100%	175/100%		398/100%	110/100%	508/100%
%:	84%	94%	99%		91%	98%	93%
Q I B 2 a. Number of Different Magazines and Newspapers for Which Unbound Back Issues are Kept More Than Three Years.							
1-20:	59/77%	91/76%	58/46%		206/84%	15/16%	221/65%
21-70:	17/22%	26/22%	38/30%		37/15%	46/49%	83/24%
71+ :	1/1%	3/2%	29/23%		2/1%	33/35%	35/10%
Mean:	13	19	44		13	65	27
Median:	7	8	24		7	48	12
N:	77/100%	120/100%	125/100%		245/100%	94/100%	339/100%
%:	56%	59%	71%		56%	84%	62%
Q I B 2 b. Number of Different Magazines and Newspapers of Which Back Issues are Bound.							
Mean:	1.4	3.6	5		3.2	5	4.2
Median:	1.2	2.5	1		1.3	2	1.5
N:	14	28	50		51	45	96
%:	10%	14%	28%		12%	40%	18%
Q I B 2 c. Number of Different Magazines and Newspapers Which Are Available in Microfilm or Microfiche.							
Mean:	8	11	32		3.0	29	26
Median:	6	6	12		1.5	13	11
N:	4	9	43		6.0	53	59
%:	3%	4%	24%		1%	47%	11%



Question	(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region			
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)	
Q II A 1 a. Number of 8mm Films Owned.						
1-20:	41/35%	3/38%	12/20%	19/50%	13/48%	
21-55:	41/35%	3/38%	23/38%	12/32%	9/33%	
56+ :	35/30%	2/25%	25/42%	7/18%	5/19%	
Mean:	53	38	65	42	41	
Median:	31	26	44	20	26	
N:	117/100%	8/100%	60/100%	38/100%	27/100%	
%:	26%	9%	25%	23%	19%	
Q II A 1 b. Number of 8mm Films Added in 1982/83.						
Mean:	6	2.0	4.0	6.0	6	
Median:	4	2.0	2.0	3.5	6	
N:	9	2	5	4	2	
%:	2%	2%	2%	2%	1%	
Q II A 2 a. Number of 16mm Films Owned.						
1-20:	44/59%	18/82%	29/59%	17/81%	16/61%	
21-50:	8/11%	3/14%	8/16%	1/5%	2/8%	
51+ :	22/30%	1/4%	12/25%	3/14%	8/31%	
Mean:	73	16	85	27	67	
Median:	10	4	18	5	6	
N:	74/100%	22/100%	49/100%	21/100%	26/100%	
%:	16%	24%	21%	13%	18%	
Q II A 2 b. Number of 16mm Films Added in 1982/83.						
Mean:	12	4	8	17	7	
Median:	5	2	4	3	8	
N:	13	4	10	4	3	
%:	3%	4%	4%	2%	2%	
Q II A 3 a. Number of Phonorecords Owned.						
1-50:	98/25%	19/27%	56/28%	38/27%	23/21%	
51-100:	82/21%	11/16%	36/18%	29/20%	28/25%	
101-200:	108/28%	18/26%	59/29%	40/28%	27/24%	
201+ :	99/26%	22/31%	52/26%	36/25%	33/30%	
Mean:	174	248	185	157	191	
Median:	115	124	114	116	122	
N:	387/100%	70/100%	203/100%	143/100%	111/100%	
%:	85%	77%	85%	87%	77%	
Q II A 3 b. Number of Phonorecords Added in 1982/83.						
Mean:	10	29	8	9	18	
Median:	5	7	5	6	5	
N:	102	13	44	51	20	
%:	22%	14%	18%	31%	14%	



Appendix 2, p. 16.

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 1 a. Number of 8mm Films Owned.						
1-20:	13/72%	15/38%	15/24%	30/36%	14/34%	44/35%
21-55:	3/17%	14/36%	25/40%	33/39%	11/27%	44/35%
56+ :	2/11%	10/26%	23/36%	21/25%	16/39%	37/30%
Mean:	23	40	64	38	80	52
Median:	15	35	38	30	32	31
N:	18/100%	39/100%	63/100%	84/100%	41/100%	125/100%
%:	13%	19%	36%	19%	37%	23%
Q II A 1 b. Number of 8mm Films Added in 1982/83.						
Mean:	2.5	6	5	4.3	6	5
Median:	2.5	5	4	2.3	4	3
N:	2	3	6	7	4	11
%:	1%	1%	3%	2%	4%	2%
Q I A 2 a. Number of 16mm Films Owned.						
1-20:	11/85%	17/68%	31/57%	35/71%	27/57%	62/65%
21-50:	1/8%	3/12%	7/13%	6/12%	5/11%	11/12%
51+ :	1/8%	5/20%	16/30%	8/16%	15/32%	23/24%
Mean:	12	64	72	49	72	60
Median:	4	4	12	5	8	6
N:	13/100%	25/100%	54/100%	49/100%	47/100%	96/100%
%:	9%	12%	31%	11%	42%	18%
Q II A 2 b. Number of 16mm Films Added in 1982/83.						
Mean:	6	9	12	9	10	10
Median:	6	4	4	5	4	4
N:	2	7	8	8	9	17
%:	1%	3%	5%	2%	8%	3%
Q II A 3 a. Number of Phonorecords Owned.						
1-50 :	46/46%	43/25%	21/13%	104/29%	13/13%	117/26%
51-100:	24/24%	48/28%	15/10%	82/23%	11/11%	93/20%
101-200:	20/20%	50/29%	51/32%	109/30%	17/17%	126/28%
201+ :	11/11%	33/19%	71/45%	63/18%	58/59%	121/26%
Mean:	94	147	290	130	383	185
Median:	64	98	188	100	250	117
N:	101/100%	174/100%	158/100%	358/100%	99/100%	457/100%
%:	74%	86%	90%	82%	88%	83%
Q II A 3 b. Number of Phonorecords Added in 1982/83.						
Mean:	14	10	14	12	12	12
Median:	5	5	6	6	5	5
N:	21	47	44	80	35	115
%:	15%	23%	25%	18%	31%	21%

(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
	(457)	(91)	& Suburbs	Cen. IL	Illinois
Question	(457)	(91)	(238)	(165)	(145)
Q II A 4 a. Number of Audiocassettes Owned.					
1-50 :	131/39%	28/50%	69/37%	48/43%	42/45%
51-150:	99/29%	14/25%	53/29%	32/28%	28/30%
151+ :	107/32%	14/25%	64/34%	33/29%	24/25%
Mean:	182	148	246	132	127
Median:	76	50	100	69	68
N:	337/100%	56/100%	162/100%	113/100%	94/100%
%:	74%	62%	68%	68%	65%
Q II A 4 b. Number of Audiocassettes Added in 1982/83.					
Mean:	12	30	13	10	15
Median:	8	18	10	6	10
N:	97	18	61	38	16
%:	21%	20%	26%	23%	11%
Q II A 5. Number of Reel-to-Reel Audio Tapes Owned.					
1-10:	46/34%	6/27%	26/34%	14/30%	12/35%
11-30:	44/33%	6/27%	22/29%	14/30%	14/41%
31+ :	45/33%	10/46%	28/37%	19/40%	8/24%
Mean:	44	50	42	63	27
Median:	20	24	22	23	15
N:	135/100%	22/100%	76/100%	47/100%	34/100%
%:	30%	24%	32%	28%	23%
(Only two school libraries added any reel-to-reel tapes in 1982/83-- a mean and median of 6.)					
Q II A 6 a. Number of Videocassettes Owned.					
1-10:	43/35%	12/60%	29/45%	14/38%	12/29%
11-40:	49/39%	5/25%	22/34%	14/38%	18/43%
41+ :	32/26%	3/15%	14/21%	9/24%	12/29%
Mean:	38	30	42	33	35
Median:	18	10	15	19	28
N:	124/100%	20/100%	65/100%	37/100%	42/100%
%:	27%	22%	27%	22%	29%
Q II A 6 b. Number of Videocassettes Added in 1982/83.					
Mean:	14	20	17	7	18
Median:	8	10	10	6	10
N:	68	10	32	20	26
%:	15%	11%	13%	12%	18%
Q II A 7. Number of Video Discs Owned, and Added in 1982/83.					
(Only 6 school libraries owned any--a mean of 24 and a median of 10; and only 3 added any--mean and median of 6.)					

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 4 a. Number of Audiocassettes Owned.						
1-50 :	57/61%	53/37%	40/29%	133/43%	26/31%	159/40%
51-150:	21/23%	47/33%	41/30%	93/30%	20/24%	113/29%
151+ :	15/16%	44/31%	58/42%	84/27%	37/45%	121/31%
Mean:	89	200	220	171	200	177
Median:	30	96	102	68	102	75
N:	93/100%	144/100%	139/100%	310/100%	83/100%	393/100%
%:	68%	71%	79%	71%	74%	72%
Q II A 4 b. Number of Audiocassettes Added in 1982/83.						
Mean:	8	17	16	14	16	14
Median:	5	10	8	8	6	8
N:	27	41	44	76	39	115
%:	20%	20%	25%	17%	35%	21%
Q II A 5. Number of Reel-to-Reel Audio Tapes Owned.						
1-10:	10/48%	20/33%	19/28%	37/35%	15/29%	52/33%
11-30:	2/10%	22/36%	24/35%	31/30%	19/36%	50/32%
31+ :	9/43%	19/31%	25/37%	37/35%	18/35%	55/35%
Mean:	26	34	61	42	50	45
Median:	20	20	20	20	20	20
N:	21/100%	61/100%	68/100%	105/100%	52/100%	157/100%
%:	15%	30%	39%	24%	46%	29%
(Only two school libraries added any reel-to-reel tapes in 1982/83--a mean and median of 6.)						
Q II A 6 a. Number of Videocassettes Owned.						
1-10:	14/70%	18/37%	21/30%	38/45%	17/28%	55/38%
11-40:	5/25%	22/45%	25/36%	34/41%	20/33%	54/38%
41+ :	1/5%	9/18%	23/33%	12/14%	23/38%	35/24%
Mean:	17	26	49	26	53	37
Median:	7	13	25	12	30	18
N:	20/100%	49/100%	69/100%	84/100%	60/100%	144/100%
%:	15%	24%	39%	19%	54%	26%
Q II A 6 b. Number of Videocassettes Added in 1982/83.						
Mean:	5	16	15	10	19	15
Median:	2	12	7	6	10	8
N:	11	26	37	37	41	78
%:	8%	13%	21%	8%	37%	14%
Q II A 7. Number of Video Discs Owned, and Added in 1982/83.						
(Only 6 school libraries owned any--a mean of 24 and a median of 10; and only 3 added any--mean and median of 6.)						

(a) Question	(b) (c) Type of School		(d) (e) (f) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q II A 8. Number of Videotapes Owned.					
1-10:	15/38%	4/80%	10/46%	5/38%	4/40%
11+ :	25/62%	1/20%	12/54%	8/62%	6/60%
Mean:	40	13	48	36	34
Median:	16	6	14	20	16
N:	40/100%	5/100%	22/100%	13/100%	10/100%
%:	9%	5%	9%	8%	7%
(Only 7 school libraries added any videotapes in 1982/83--a mean of 24 and median of 4.)					
Q II A 9. Number of Framed Pictures Owned.					
1-5:	73/58%	5/38%	34/52%	28/62%	16/55%
6+ :	53/42%	8/62%	31/48%	17/38%	13/45%
Mean:	14	18	22	7	11
Median:	5	9	5	5	4
N:	126/100%	13/100%	65/100%	45/100%	29/100%
%:	28%	14%	27%	27%	20%
(Only 12 school libraries added any framed pictures in 1982/83--a mean of 3 and median of 2.)					
Q II A 10 a. Number of Overhead Transparencies Owned.					
1-35 :	104/34%	18/37%	62/38%	32/29%	28/33%
36-120:	102/33%	15/31%	53/32%	35/32%	29/35%
121+ :	103/33%	16/33%	49/30%	43/39%	27/32%
Mean:	180	166	177	193	164
Median:	75	70	62	90	70
N:	309/100%	49/100%	164/100%	110/100%	84/100%
%:	68%	54%	69%	67%	58%
Q II A 10 b. Number of Overhead Transparencies Added in 1982/83.					
1-10:	13/48%	1/50%	8/62%	4/36%	2/40%
11+ :	14/52%	1/50%	5/38%	7/64%	3/60%
Mean:	26	25	12	26	59
Median:	14	15	12	20	35
N:	27/100%	2/100%	13/100%	11/100%	5/100%
%:	6%	2%	5%	7%	3%
Q II A 11 a. Number of Slides Owned.					
1-40 :	81/35%	5/14%	47/38%	27/31%	12/20%
41-200:	78/33%	14/38%	41/33%	32/37%	19/32%
201+ :	75/32%	18/49%	37/30%	28/32%	28/48%
Mean:	294	558	260	365	339
Median:	100	160	72	100	190
N:	234/100%	37/100%	125/100%	87/100%	59/100%
%:	51%	41%	53%	53%	41%



(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 8. Number of Videotapes Owned.						
1-10:	3/60%	5/50%	11/37%	11/44%	8/40%	19/42%
11+ :	2/40%	5/50%	19/63%	14/56%	12/60%	26/58%
Mean:	35	29	40	27	50	37
Median:	6	10	20	12	16	14
N:	5/100%	10/100%	30/100%	25/100%	20/100%	45/100%
%:	4%	5%	17%	6%	18%	8%
(Only 7 school libraries added any videotapes in 1982/83--a mean of 24 and a median of 4.)						
Q II A 9. Number of Framed Pictures Owned.						
1-5:	15/58%	31/62%	28/49%	62/56%	16/57%	78/56%
6+ :	11/42%	19/38%	29/51%	49/44%	12/43%	61/44%
Mean:	10	11	12	16	9	15
Median:	4	5	6	5	4	5
N:	26/100%	50/100%	57/100%	111/100%	28/100%	139/100%
%:	19%	25%	32%	25%	25%	25%
(Only 12 school libraries added any framed pictures in 1982/83--a mean of 3 and a median of 2.)						
Q II A 10 a. Number of Overhead Transparencies Owned.						
1-35 :	32/47%	42/31%	40/29%	103/36%	19/27%	122/34%
36-120:	23/34%	53/39%	36/26%	102/35%	15/21%	117/33%
121+ :	13/19%	41/30%	63/45%	83/29%	36/51%	119/33%
Mean:	79	147	269	138	342	178
Median:	50	70	107	68	126	75
N:	68/100%	136/100%	139/100%	288/100%	70/100%	358/100%
%:	50%	67%	79%	66%	62%	65%
Q II A 10 b. Number of Overhead Transparencies Added in 1982/83.						
1-10:	2/33%	5/38%	7/70%	8/38%	6/75%	14/48%
11+ :	4/67%	8/62%	3/30%	13/62%	2/25%	15/52%
Mean:	21	22	35	31	13	26
Median:	20	20	4	20	6	14
N:	6/100%	13/100%	10/100%	21/100%	8/100%	29/100%
%:	4%	6%	6%	5%	7%	5%
Q II A 11 a. Number of Slides Owned.						
1-40 :	20/38%	34/37%	29/25%	73/39%	13/15%	86/32%
41-200:	18/35%	32/34%	37/32%	74/40%	18/21%	92/34%
201+ :	14/27%	27/29%	49/43%	39/21%	54/64%	93/34%
Mean:	180	210	500	148	726	330
Median:	76	80	121	62	300	100
N:	52/100%	93/100%	115/100%	186/100%	85/100%	271/100%
%:	38%	46%	65%	43%	76%	49%



Question	(a)	(b)	(c)	(d)	(e)	(f)
		Type of School		Geographic Region		
		Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q II A 11 b. Number of Slides Added in 1982/83.						
1-15:		13/32%	--	5/21%	7/44%	1/12%
16-75:		15/37%	4/57%	9/37%	5/31%	5/62%
76+ :		13/32%	3/43%	10/42%	4/25%	2/25%
Mean:		106	145	139	80	45
Median:		40	50	53	20	40
N:		41/100%	7/100%	24/100%	16/100%	8/100%
%:		9%	8%	10%	10%	6%
Q II A 12 a. Number of Silent Filmstrips Owned.						
1-150:		95/25%	30/44%	53/27%	39/27%	33/30%
151-400:		140/36%	21/31%	61/31%	58/40%	42/38%
401+ :		150/39%	17/25%	84/42%	48/33%	35/32%
Mean:		389	355	419	343	349
Median:		311	200	322	282	263
N:		385/100%	68/100%	198/100%	145/100%	110/100%
%:		84%	75%	83%	88%	76%
Q II A 12 b. Number of Silent Filmstrips Added in 1982/83.						
1-5 :		32/46%	7/44%	22/49%	11/50%	6/32%
6-10:		16/23%	5/31%	12/27%	2/9%	7/37%
11+ :		22/31%	4/25%	11/24%	9/41%	6/32%
Mean:		16	12	13	14	24
Median:		8	8	5	6	10
N:		70/100%	16/100%	45/100%	22/100%	19/100%
%:		15%	18%	19%	13%	13%
Q II A 13 a. Number of Sound Filmstrips Owned.						
1-100:		99/25%	31/44%	58/27%	30/21%	42/36%
101-250:		101/25%	14/20%	51/24%	34/24%	30/26%
251-500:		106/26%	13/19%	48/23%	46/32%	25/22%
501+ :		94/24%	12/17%	55/26%	32/23%	19/16%
Mean:		367	301	401	343	310
Median:		250	116	252	272	158
N:		400/100%	70/100%	212/100%	142/100%	116/100%
%:		88%	77%	89%	86%	80%
Q II A 13 b. Number of Sound Filmstrips Added in 1982/83.						
1-10:		95/39%	14/48%	52/43%	33/32%	24/51%
11-25:		82/34%	8/28%	37/30%	41/39%	12/26%
26+ :		67/27%	7/24%	33/27%	30/29%	11/23%
Mean:		24	27	24	26	20
Median:		15	15	16	16	10
N:		244/100%	29/100%	122/100%	104/100%	47/100%
%:		53%	32%	51%	63%	32%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(1) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 11 b. Number of Slides Added in 1982/83.						
1-15:	1/12%	5/42%	6/24%	7/29%	6/25%	13/27%
16-75:	5/62%	5/42%	8/32%	11/46%	8/33%	19/40%
76+ :	2/25%	2/17%	11/44%	6/25%	10/42%	16/33%
Mean:	120	36	152	68	156	112
Median:	54	20	40	32	40	40
N:	8/100%	12/100%	25/100%	24/100%	24/100%	48/100%
%:	6%	6%	14%	6%	21%	9%
Q II A 12 a. Number of Silent Filmstrips Owned.						
1-150:	45/46%	42/24%	34/22%	100/27%	25/28%	125/28%
151-400:	39/39%	67/38%	41/27%	129/35%	32/36%	161/35%
401+ :	15/15%	67/38%	78/51%	136/37%	31/35%	167/37%
Mean:	242	386	474	387	370	384
Median:	169	316	415	300	264	300
N:	99/100%	176/100%	153/100%	365/100%	88/100%	453/100%
%:	72%	87%	87%	84%	79%	83%
Q II A 12 b. Number of Silent Filmstrips Added in 1982/83.						
1-5 :	12/63%	12/35%	13/43%	27/44%	12/50%	39/45%
6-10:	4/21%	10/29%	7/23%	13/21%	8/33%	21/24%
11+ :	3/16%	12/35%	10/33%	22/36%	4/17%	26/30%
Mean:	14	14	14	19	8	15
Median:	5	10	8	8	6	8
N:	19/100%	34/100%	30/100%	62/100%	24/100%	86/100%
%:	14%	17%	17%	14%	21%	16%
Q II A 13 a. Number of Sound Filmstrips Owned.						
1-100:	47/48%	54/29%	19/12%	114/30%	16/17%	130/28%
101-250:	25/25%	51/27%	31/19%	84/22%	31/34%	115/24%
251-500:	19/19%	49/26%	48/30%	104/28%	15/16%	119/25%
501+ :	8/8%	32/17%	62/39%	76/20%	30/33%	106/23%
Mean:	190	304	541	320	510	357
Median:	110	228	408	240	250	244
N:	99/100%	186/100%	160/100%	378/100%	92/100%	470/100%
%:	72%	92%	91%	87%	82%	86%
Q II A 13 b. Number of Sound Filmstrips Added in 1982/83.						
1-10:	32/54%	48/47%	27/27%	83/40%	26/40%	109/40%
11-25:	23/39%	30/29%	30/30%	73/35%	17/26%	90/33%
26+ :	4/7%	25/24%	44/44%	52/25%	22/34%	74/27%
Mean:	16	19	34	22	34	25
Median:	10	12	21	15	17	15
N:	59/100%	103/100%	101/100%	208/100%	65/100%	273/100%
%:	43%	51%	57%	48%	58%	50%

Question	(a)	(b)	(c)	(d)	(e)	(f)
		Type of School		Geographic Region		
		Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q II A 14 a.	Number of Microcomputer Program Diskettes Owned.					
1-15:		67/36%	10/42%	34/32%	26/41%	17/41%
16-35:		56/30%	8/33%	34/32%	17/27%	13/32%
36+ :		64/34%	6/25%	39/36%	20/32%	11/27%
Mean:		34	24	34	37	27
Median:		25	20	28	20	25
N:		187/100%	24/100%	107/100%	63/100%	41/100%
%:		41%	26%	45%	38%	28%
Q II A 14 b.	Number of Microcomputer Program Diskettes Added in 1982/83.					
1-10:		43/40%	6/67%	20/34%	20/46%	9/69%
11-25:		26/24%	2/22%	17/29%	11/25%	4/31%
26+ :		38/36%	1/11%	22/37%	13/30%	--
Mean:		25	12	25	25	20
Median:		14	9	20	12	10
N:		107/100%	9/100%	59/100%	44/100%	13/100%
%:		23%	10%	25%	27%	9%
Q II A 15 a.	Number of Posters Owned.					
1-25:		76/37%	13/37%	39/32%	26/38%	24/49%
26-75:		61/30%	15/43%	45/37%	18/26%	13/27%
76+ :		67/33%	7/20%	37/31%	25/36%	12/24%
Mean:		91	53	98	91	60
Median:		50	40	50	50	30
N:		204/100%	35/100%	121/100%	69/100%	49/100%
%:		45%	38%	51%	42%	34%
Q II A 15 b.	Number of Posters Added in 1982/83.					
1-10:		37/59%	8/67%	24/63%	13/56%	8/57%
11+ :		26/41%	4/33%	14/37%	10/44%	6/43%
Mean:		15	14	15	16	12
Median:		9	6	9	10	8
N:		63/100%	12/100%	38/100%	23/100%	14/100%
%:		14%	13%	16%	14%	10%
Q II A 16 a.	Number of Pictures Owned.					
1-40 :		64/28%	12/40%	30/24%	31/39%	15/26%
41-200:		78/34%	11/37%	58/46%	12/15%	19/33%
201+ :		90/39%	7/23%	37/30%	37/46%	23/40%
Mean:		295	205	269	300	283
Median:		120	50	98	146	129
N:		232/100%	30/100%	125/100%	80/100%	57/100%
%:		51%	33%	53%	48%	39%

(a)	(g)	(h)	(i)	(j)	(k)	(1)
	Enrollment			Grades Served		Sample Total
Question	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 14 a. Number of Microcomputer Program Diskettes Owned.						
1-15:	13/28%	28/37%	35/41%	56/32%	21/55%	77/37%
16-35:	19/41%	20/27%	24/28%	57/33%	7/18%	64/30%
36+ :	14/30%	27/36%	27/31%	60/35%	10/26%	70/33%
Mean:	31	33	34	34	28	33
Median:	25	25	24	26	10	25
N:	46/100%	75/100%	86/100%	173/100%	38/100%	211/100%
%:	34%	37%	49%	40%	34%	39%
Q II A 14 b. Number of Microcomputer Program Diskettes Added in 1982/83.						
1-10:	10/36%	19/48%	18/40%	36/39%	13/54%	49/42%
11-25:	9/32%	10/25%	8/18%	26/28%	2/8%	28/24%
26+ :	9/32%	11/28%	19/42%	30/33%	9/38%	39/34%
Mean:	21	21	29	24	25	24
Median:	16	12	14	14	10	14
N:	28/100%	40/100%	45/100%	92/100%	24/100%	116/100%
%:	20%	20%	26%	21%	21%	21%
Q II A 15 a. Number of Posters Owned.						
1-25:	25/45%	34/36%	24/30%	74/39%	15/32%	89/37%
26-75:	18/32%	30/32%	25/32%	62/32%	14/30%	76/32%
76+ :	13/23%	31/33%	30/38%	56/29%	18/38%	74/31%
Mean:	62	89	105	84	90	85
Median:	36	40	50	40	57	46
N:	56/100%	95/100%	79/100%	192/100%	47/100%	239/100%
%:	41%	47%	45%	44%	42%	44%
Q II A 15 b. Number of Posters Added in 1982/83.						
1-10:	16/67%	13/52%	14/58%	34/60%	11/61%	45/60%
11+ :	8/33%	12/48%	10/42%	23/40%	7/39%	30/40%
Mean:	9	20	16	15	14	15
Median:	5	10	8	8	10	9
N:	24/100%	25/100%	24/100%	57/100%	18/100%	75/100%
%:	18%	12%	14%	13%	16%	14%
Q II A 16 a. Number of Pictures Owned.						
1-40 :	20/44%	26/24%	27/28%	67/30%	9/24%	76/29%
41-200:	20/44%	38/34%	25/26%	76/34%	13/34%	89/34%
201+ :	6/13%	46/42%	43/45%	81/36%	16/42%	97/37%
Mean:	101	305	366	250	487	285
Median:	50	184	123	100	124	100
N:	46/100%	110/100%	95/100%	224/100%	38/100%	262/100%
%:	34%	54%	54%	51%	34%	48%



(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
Question	(457)	(91)	& Suburbs	Cen. IL	Illinois
	(457)	(91)	(238)	(165)	(145)
Q II A 16 b. Number of Pictures Added in 1982/83.					
1-15:	12/46%	4/80%	8/57%	6/75%	2/22%
16+ :	14/54%	1/20%	6/43%	2/25%	7/78%
Mean:	32	11	22	38	33
Median:	20	10	10	10	21
N:	26/100%	5/100%	14/100%	8/100%	9/100%
%:	6%	5%	6%	5%	6%
Q II A 17. Number of Models Owned.					
1-2:	52/34%	7/44%	29/34%	16/34%	14/41%
3-5:	44/29%	5/31%	25/29%	18/38%	6/18%
6+ :	55/36%	4/25%	32/37%	13/28%	14/41%
Mean:	8	6	7	5	13
Median:	4	4	4	3	3
N:	151/100%	16/100%	86/100%	47/100%	34/100%
%:	33%	18%	36%	28%	23%
(Only 15 school libraries added any models in 1982/83--a mean of 8 and a median of 1.)					
Q II A 18. Number of Realia Owned.					
1-10:	51/61%	8/73%	36/66%	16/62%	7/50%
11+ :	33/39%	3/27%	19/34%	10/38%	7/50%
Mean:	22	7	19	28	17
Median:	8	6	6	8	10
N:	84/100%	11/100%	55/100%	26/100%	14/100%
%:	18%	12%	23%	16%	10%
(Only 8 school libraries added any realia in 1982/83--mean and median of 2.)					
Q II A 19 a. Number of Games, Puzzles and Toys Owned.					
1-10:	80/40%	6/20%	39/30%	28/44%	19/53%
11-35:	70/35%	9/30%	49/37%	19/30%	11/31%
36+ :	52/26%	15/50%	44/33%	17/27%	6/17%
Mean:	32	75	47	24	24
Median:	16	36	20	12	10
N:	202/100%	30/100%	132/100%	64/100%	36/100%
%:	44%	33%	55%	39%	25%
Q II A 19 b. Number of Games, Puzzles and Toys Added in 1982/83.					
1-5:	18/58%	1/20%	10/50%	5/42%	4/100%
6+ :	13/42%	4/80%	10/50%	7/58%	--
Mean:	7	9	8	6	2.2
Median:	5	10	5	6	2.5
N:	31/100%	5/100%	20/100%	12/100%	4/100%
%:	7%	5%	8%	7%	3%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 16 b. Number of Pictures Added in 1982/83.						
1-15:	5/62%	8/57%	3/33%	15/58%	1/20%	16/52%
16+ :	3/38%	6/43%	6/67%	11/42%	4/80%	15/48%
Mean:	18	29	39	27	37	29
Median:	10	12	20	11	26	15
N:	8/100%	14/100%	9/100%	26/100%	5/100%	31/100%
%:	6%	7%	5%	6%	4%	6%
Q II A 17. Number of Models Owned.						
1-2:	12/40%	22/30%	20/36%	53/35%	6/38%	59/35%
3-5:	10/33%	21/28%	16/29%	45/30%	4/25%	49/29%
6+ :	8/27%	31/42%	19/35%	53/35%	6/38%	59/35%
Mean:	4.1	8	9	7	13	7
Median:	3.9	4	3	4	4	4
N:	30/100%	74/100%	55/100%	151/100%	16/100%	167/100%
%:	22%	37%	31%	35%	14%	30%
(Only 15 school libraries added any models in 1982/83--a mean of 8 and a median of 1.)						
Q II A 18. Number of Realia Owned.						
1-10:	16/70%	23/59%	17/63%	51/61%	8/73%	59/62%
11+ :	7/30%	16/41%	10/37%	33/39%	3/27%	36/38%
Mean:	11	24	27	33	13	21
Median:	7	8	5	7	10	7
N:	23/100%	39/100%	27/100%	84/100%	11/100%	95/100%
%:	17%	19%	15%	19%	10%	17%
(Only 8 school libraries added any realia in 1982/82--mean and median of 2.)						
Q II A 19 a. Number of Games, Puzzles and Toys Owned.						
1-10:	26/49%	26/26%	33/45%	67/34%	19/58%	86/37%
11-35:	11/21%	39/40%	26/35%	67/34%	12/36%	79/34%
36+ :	16/30%	33/34%	15/20%	65/33%	2/6%	67/29%
Mean:	36	41	32	41	14	37
Median:	12	20	15	20	8	18
N:	53/100%	98/100%	74/100%	199/100%	33/100%	232/100%
%:	39%	49%	42%	46%	29%	42%
Q II A 19 b. Number of Games, Puzzles and Toys Added in 1982/83.						
1-5:	5/56%	6/38%	7/70%	13/45%	6/86%	19/53%
6+ :	4/44%	10/62%	3/30%	16/55%	1/14%	17/47%
Mean:	6	10	4.0	8	2.4	7
Median:	5	6	2.2	6	1.8	5
N:	9/100%	16/100%	10/100%	29/100%	7/100%	36/100%
%:	7%	8%	6%	7%	6%	7%

(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
	(457)	(91)	& Suburbs	Gen. IL	Illinois
Question	(457)	(91)	(238)	(165)	(145)
Q II A 20 a. Number of File Drawers of Pamphlets and Other Vertical File Materials Owned.					
1-2:	102/37%	8/27%	42/30%	42/42%	26/38%
3-5:	88/32%	8/27%	43/31%	28/28%	25/36%
6+ :	88/32%	14/47%	55/39%	29/29%	18/26%
Mean:	8	7	10	6	6
Median:	4	4	4	3	4
N:	278/100%	30/100%	140/100%	99/100%	69/100%
%:	61%	33%	59%	60%	48%
Q II A 20 b. Number of Inches of Pamphlets and Other Vertical File Materials Added in 1982/82.					
1-3:	27/37%	1/17%	12/39%	10/37%	6/29%
4-20:	25/34%	1/17%	11/35%	11/41%	4/19%
21+ :	21/29%	4/67%	8/26%	6/22%	11/52%
Mean:	19	25	18	17	26
Median:	6	24	5	8	24
N:	73/100%	6/100%	31/100%	27/100%	21/100%
%:	16%	7%	13%	16%	14%
Q II A 21 a. Number of Multi-Media Kits Owned.					
1-10:	106/37%	15/41%	39/27%	57/52%	25/37%
11-40:	75/26%	16/43%	45/31%	23/21%	23/24%
41+ :	103/36%	6/16%	61/42%	29/27%	19/28%
Mean:	60	34	78	37	54
Median:	24	20	31	10	18
N:	284/100%	37/100%	145/100%	109/100%	67/100%
%:	62%	41%	61%	66%	46%
Q II A 21 b. Number of Multi-Media Kits Added in 1982/83.					
1-2:	31/38%	2/15%	12/27%	16/47%	5/33%
3-5:	23/28%	8/62%	16/36%	11/32%	4/27%
6+ :	27/33%	3/23%	17/38%	7/21%	6/40%
Mean:	14	5	24	5	9
Median:	4	4	5	3	5
N:	81/100%	13/100%	45/100%	34/100%	15/100%
%:	18%	14%	19%	21%	10%
Q II A 22 a. Number of Wall Maps or Globes Owned.					
1-2 :	125/40%	17/30%	47/27%	52/49%	43/52%
3-15:	111/36%	18/32%	70/40%	32/30%	27/32%
16+ :	73/24%	21/38%	58/33%	23/21%	13/16%
Mean:	16	15	20	13	11
Median:	4	6	8	3	2
N:	309/100%	56/100%	175/100%	107/100%	83/100%
%:	68%	62%	74%	65%	57%

(a)	(g)	(h)	(i)	(j)	(k)	(l)
	Enrollment			Grades Served		Sample Total
Question	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 20 a. Number of File Drawers of Pamphlets and Other Vertical File Materials Owned.						
1-2:	25/42%	50/41%	31/26%	99/45%	11/13%	110/36%
3-5:	24/40%	40/33%	31/26%	74/33%	22/25%	96/31%
6+ :	11/18%	31/26%	56/48%	48/22%	54/62%	102/33%
Mean:	4.7	7	10	6	12	8
Median:	3.1	3	4	3	8	4
N:	60/100%	121/100%	118/100%	221/100%	87/100%	308/100%
%:	44%	60%	67%	51%	78%	56%
A II A 20 b. Number of Inches of Pamphlets and Other Vertical File Materials Added in 1982/83.						
1-3 :	11/55%	9/32%	8/29%	24/47%	4/14%	28/35%
4-20:	4/20%	9/32%	11/39%	17/33%	9/32%	26/33%
21+ :	5/25%	10/36%	9/32%	10/20%	15/54%	25/32%
Mean:	15	19	22	15	27	19
Median:	3	8	10	4	24	8
N:	20/100%	28/100%	28/100%	51/100%	28/100%	79/100%
%:	15%	14%	16%	12%	25%	14%
Q II A 21 a. Number of Multi-Media Kits Owned.						
1-10:	29/41%	53/41%	30/29%	107/40%	14/28%	121/38%
11-40:	23/33%	35/27%	31/30%	77/28%	14/28%	91/28%
41+ :	18/26%	41/32%	44/42%	86/32%	23/45%	109/34%
Mean:	35	49	71	47	108	57
Median:	18	20	30	20	27	22
N:	70/100%	129/100%	105/100%	270/100%	51/100%	321/100%
%:	51%	64%	60%	62%	46%	59%
Q II A 21 b. Number of Multi-Media Kits Added in 1982/83.						
1-2:	6/25%	14/44%	13/36%	28/38%	5/24%	33/35%
3-5:	10/42%	8/25%	13/36%	22/30%	9/43%	31/33%
6+ :	8/33%	10/31%	10/28%	23/32%	7/33%	30/32%
Mean:	5	5	7	4.9	42	13
Median:	4	4	4	3.7	4	4
N:	24/100%	32/100%	36/100%	73/100%	21/100%	94/100%
%:	18%	16%	20%	17%	19%	17%
Q II A 22 a. Number of Wall Maps or Globes Owned.						
1-2 :	24/31%	49/35%	62/47%	95/33%	47/60%	142/39%
3-15:	34/44%	52/38%	37/28%	108/38%	21/27%	129/35%
16+ :	19/25%	37/27%	33/25%	84/29%	10/13%	94/26%
Mean:	12	15	18	16	13	15
Median:	6	5	3	6	2	4
N:	77/100%	138/100%	132/100%	287/100%	78/100%	365/100%
%:	56%	68%	75%	66%	70%	67%



Question	(a)	(b)	(c)	(d)	(e)	(f)
		Type of School		Geographic Region		
		Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)
Q II A 22 b. Number of Wall Maps or Globes Added in 1982/83.						
Mean:		7	7	11	5	3.5
Median:		3	2	4	3	2.5
N:		31	9	21	13	6
%:		7%	10%	9%	8%	4%
Q II A 23-24 a. Number of All Other Reported Types of Non-Print Materials Owned.						
Number of different miscellaneous non-print materials reported owned:		11	7	10	8	5
Mean number of all miscellaneous materials owned:		85	197	129	74	53
Median:		48	66	32	50	27
Number of reports of different miscellaneous non-print materials owned:		55	7	32	16	14
N:		48	6	29	14	11
%:		11%	7%	12%	8%	8%
Q II A 23-24 b. Number of All Other Reported Types of Non-Print Materials Added in 1982/83.						
Number of different miscellaneous non-print materials added in 1982/83:		4	3	4	3	1
Mean number of all miscellaneous materials added in 1982/83:		8	26	20	9	10
Median:		10	4	4	10	10
Number of reports of different miscellaneous non-print materials added:		5	3	4	3	1
N:		5	3	4	3	1
%:		1%	3%	2%	2%	1%
Q II A 25 a. Total Number of All Non-Print Materials Owned.						
1-600 :		117/27%	32/40%	58/26%	39/24%	52/39%
601-1200:		91/21%	22/28%	49/22%	39/24%	25/19%
1201-1800:		88/20%	7/9%	33/15%	40/25%	22/16%
1801-2400:		55/12%	3/4%	22/10%	22/14%	14/10%
2401+ :		89/20%	16/20%	64/28%	21/13%	20/15%
Mean:		1595	1444	1799	1473	1306
Median:		1250	784	1298	1215	932
N:						
%:		96%	88%	95%	98%	92%
Q II A 25 b. Total Number of All Non-Print Materials Added in 1982/83.						
1-30:		144/45%	24/51%	68/44%	58/43%	42/54%
31-60:		66/21%	8/17%	26/17%	37/28%	11/14%
61-90:		40/13%	5/11%	19/12%	16/12%	10/13%
91+ :		68/21%	10/21%	40/26%	23/17%	15/19%
Mean:		73	82	92	62	60
Median:		36	30	37	36	28
N:						
%:		70%	52%	64%	81%	54%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 22 b. Number of Wall Maps or Globes Added in 1982/83.						
Mean:	5	11	4	7	6	7
Median:	4	4	1	2	8	2
N:	10	17	12	31	9	40
%:	7%	8%	7%	7%	8%	7%
Q II A 23-24 a. Number of All Other Reported Types of Non-Print Materials Owned.						
Number of different miscellaneous nonprint materials reported owned:	6	10	8	11	6	12
Mean number of all miscellaneous nonprint materials owned:	53	58	183	78	181	98
Median:	43	32	66	26	79	39
Number of reports of different miscellaneous nonprint materials owned:	10	28	21	50	12	62
N:	10	25	17	44	10	54
%:	7%	12%	10%	10%	9%	10%
Q II A 23-24 b. Number of All Other Reported Types of Nonprint Materials Added in 1982/83.						
Number of different miscellaneous nonprint materials added in 1982/83:	1	3	3	7	1	7
Mean number of all miscellaneous nonprint materials added in 1982/83:	3	4	35	16	10	15
Median:	3	4	12	5	10	8
Number of reports of different miscellaneous nonprint materials added:	1	3	4	7	1	8
N:	1	3	4	7	1	8
%:	1%	1%	2%	2%	1%	1%
Q II A 25 a. Total Number of All Nonprint Materials Owned Per Pupil.						
1-600 :	61/50%	51/26%	24/14%	128/31%	21/19%	149/29%
601-1200:	36/30%	46/23%	29/17%	97/24%	16/15%	113/22%
1201-1800:	13/11%	44/22%	32/18%	76/18%	19/17%	95/18%
1801-2400:	5/4%	26/13%	23/13%	45/11%	13/12%	58/11%
2401+ :	6/5%	30/15%	67/38%	65/16%	40/37%	105/20%
Mean:	766	1447	2334	1343	2436	1572
Median:	598	1209	1853	1094	1741	1192
N:	121/100%	197/100%	175/100%	411/100%	109/100%	520/100%
%:	88%	98%	99%	94%	97%	95%
Q II A 25 b. Total Number of All Nonprint Materials Added in 1982/83.						
1-30:	51/59%	64/46%	47/36%	134/49%	34/37%	168/46%
31-60:	17/20%	32/23%	23/18%	56/20%	18/20%	74/20%
61-90:	11/13%	17/12%	17/13%	36/13%	9/10%	45/12%
91+ :	7/8%	25/18%	42/33%	47/17%	31/34%	78/21%
Mean:	51	57	101	59	120	74
Median:	28	34	51	32	54	35
N:	86/100%	138/100%	129/100%	273/100%	92/100%	365/100%
%:	63%	68%	73%	63%	82%	67%

(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
Question	(457)	(91)	& Suburbs	Cen. IL	Illinois
	(238)	(165)	(145)		
Q II A 26 a. Total Number of All Non-Print Materials Owned Per Pupil.					
< 5 :	301/72%	53/69%	139/64%	118/76%	97/80%
5-9.9 :	94/23%	19/25%	59/27%	33/21%	21/17%
10-14.9:	17/4%	3/4%	14/6%	4/3%	2/2%
15+ :	4/1%	2/1%	4/2%	1/1%	1/1%
Mean:	3.9	4.1	4.5	3.8	3.2
Median:	3.3	2.8	3.3	3.4	2.7
N:	416/100%	77/100%	216/100%	156/100%	121/100%
%:	91%	85%	91%	95%	83%
Q II A 26 b. Total Number of All Non-Print Materials Added Per Pupil in 1982/83.					
< 1 :	301/98%	47/100%	147/99%	128/99%	73/97%
1+ :	5/2%	--	2/1%	1/1%	2/3%
Mean:	0.2	0.2	0.2	0.2	0.2
Median:	0.1	0.1	0.1	0.1	0.1
N:	306/100%	47/100%	149/100%	129/100%	75/100%
%:	67%	52%	63%	78%	52%
Q II B a. Most Often Used Materials (multiple responses possible).					
(1) Sound filmstrips	239/30%	33/33%	110/31%	97/31%	65/30%
(2) Silent filmstrips	111/14%	18/18%	55/15%	43/14%	31/14%
(3) Audiocassettes	65/8%	6/6%	38/11%	21/7%	13/6%
(4) Multi-media kits	64/8%	5/5%	29/8%	22/7%	18/8%
(5) Phonorecords	61/8%	13/13%	20/6%	30/10%	24/11%
(6) Subtotal	540/69%	75/75%	252/70%	213/69%	151/70%
(7) Total number of responses	785/100%	100/100%	359/100%	309/100%	217/100%
(8) Number of schools responding	270	35	122	107	76
(9) Percent of all schools in that group in this sample	59%	38%	51%	65%	52%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades	(k) Served	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)
Q II A 26 a. Total Number of All Nonprint Materials Owned Per Pupil.						
< 5 :	76/63%	135/68%	143/82%	277/72%	77/73%	354/72%
5-9.9 :	33/27%	52/26%	28/16%	93/24%	20/19%	113/23%
10-14.9:	8/7%	9/5%	3/2%	14/4%	6/6%	20/4%
15+ :	4/3%	1/1%	1/1%	3/1%	3/3%	6/1%
Mean:	4.5	4.3	3.2	3.9	4.2	4.0
Median:	3.4	3.6	2.6	3.3	3.0	3.2
N:	121/100%	197/100%	175/100%	387/100%	106/100%	493/100%
%:	88%	98%	99%	89%	95%	90%
Q II A 26 b. Total Number of All Nonprint Materials Added Per Pupil in 1982/83.						
< 1 :	82/95%	138/100%	128/99%	260/98%	88/99%	348/99%
1+ :	4/5%	--	1/1%	4/2%	1/1%	5/1%
Mean:	0.3	0.2	0.1	0.2	0.2	0.2
Median:	0.2	0.1	0.1	0.1	0.1	0.1
N:	86/100%	138/100%	129/100%	264/100%	89/100%	353/100%
%:	63%	68%	73%	61%	79%	64%
Q II B a. Most Often Used Materials (multiple responses possible).						
(1) Sound filmstrips	53/29%	108/32%	99/31%	217/32%	55/27%	272/31%
(2) Silent filmstrips	28/15%	50/15%	40/13%	119/17%	10/5%	129/15%
(3) Audiocassettes	12/6%	27/8%	28/9%	56/8%	15/7%	71/8%
(4) Multi-media kits	12/6%	30/9%	22/7%	56/8%	13/6%	69/8%
(5) Phonorecords	12/6%	27/8%	28/9%	52/8%	22/11%	74/8%
(6) Subtotal	117/63%	242/72%	217/69%	500/73%	115/57%	615/69%
(7) Total number of responses	185/100%	335/100%	315/100%	683/100%	202/100%	885/100%
(8) Number of schools responding	63	118	107	237	68	305
(9) Percent of all schools in that group in this sample	46%	58%	61%	54%	61%	56%



(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
	(457)	(91)	& Suburbs	Cen. IL	Illinois
Question	(457)	(91)	(238)	(165)	(145)
Q II B b. Least Often Used Materials (multiple responses possible).					
(1) Overhead transparencies	94/12%	10/13%	42/12%	42/15%	20/10%
(2) Slides	76/10%	7/9%	35/10%	33/12%	15/8%
(3) Audio tapes	70/9%	7/9%	36/10%	24/8%	17/8%
(4) Phonorecords	69/9%	6/8%	32/9%	28/10%	15/8%
(5) Pictures	56/7%	7/9%	27/8%	22/8%	14/7%
(6) Games, puzzles and toys	43/6%	8/10%	22/6%	18/6%	11/6%
(7) Subtotal	408/54%	45/58%	194/56%	167/58%	94/46%
(8) Total number of responses	753/100%	78/100%	345/100%	287/100%	199/100%
(9) Number of schools responding	263	27	117	103	70
(10)Percent of all schools in that group in this sample	58%	30%	49%	62%	48%

Q III A. Subject Fields in Which These Libraries Were Least Able to Provide Materials (multiple responses possible).

(1) General science	84/16%	17/21%	47/17%	30/16%	24/16%
(2) Computers	56/10%	6/7%	29/11%	21/11%	12/8%
(3) Social studies	41/8%	9/11%	28/10%	14/7%	8/5%
(4) History	38/7%	8/10%	18/7%	15/8%	13/9%
(5) Applied science and technology	36/7%	6/7%	13/5%	16/8%	13/9%
(6) Subtotal	255/48%	46/56%	135/50%	96/50%	70/47%
(7) Total number of responses	531/100%	82/100%	271/100%	193/100%	149/100%
(8) Number of schools responding	313	53	164	113	89
(9) Percent of all schools in that group in this sample	68%	58%	69%	68%	61%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)

## Q II B b. Least Often Used Materials (multiple responses possible).

(1) Overhead transparencies	16/10%	40/13%	41/13%	84/13%	20/10%	104/12%
(2) Slides	16/10%	35/11%	29/9%	66/10%	17/9%	83/10%
(3) Audio tapes	12/7%	32/10%	29/9%	54/8%	23/12%	77/9%
(4) Phonorecords	18/11%	29/9%	24/8%	59/9%	16/10%	75/9%
(5) Pictures	10/6%	32/10%	20/6%	56/9%	7/4%	63/8%
(6) Games, puzzles and toys	16/10%	14/4%	18/6%	39/6%	12/6%	51/6%
(7) Subtotal	88/54%	182/57%	161/52%	358/56%	95/48%	453/55%
(8) Total number of responses						
(9)	164/100%	318/100%	307/100%	634/100%	197/100%	831/100%
(9) Number of schools responding	56	113	105	224	66	290
(10) Percent of all schools in that group in this sample	41%	56%	60%	51%	59%	53%

## Q III A. Subject Fields in Which These Libraries were Least Able to Provide Materials (multiple responses possible).

(1) General science	28/18%	40/18%	29/14%	84/18%	17/12%	101/16%
(2) Computers	9/6%	26/12%	24/12%	52/11%	10/7%	62/10%
(3) Social studies	13/8%	18/8%	17/8%	44/9%	6/4%	50/8%
(4) History	17/11%	13/6%	13/6%	30/6%	16/11%	46/8%
(5) Applied science and technology	10/6%	13/6%	15/8%	33/7%	9/6%	42/7%
(6) Subtotal	77/49%	110/49%	98/49%	243/52%	58/40%	301/49%
(7) Total number of responses	157/100%	223/100%	201/100%	469/100%	144/100%	613/100%
(8) Number of schools responding	93	136	120	285	81	366
(9) Percent of all schools in that group in this sample	68%	67%	68%	65%	72%	67%

(a)	(b)	(c)	(d)	(e)	(f)
	Type of School		Geographic Region		
	Public	Private	Chicago	No. and	Southern
	(457)	(91)	& Suburbs	Cen. IL	Illinois
Question	(457)	(91)	(238)	(165)	(145)
Q III B. Subject Fields in Which These Libraries Were Thought to Be Most Nearly Adequate (multiple responses possible).					
(1) General science	107/17%	12/11%	51/16%	40/18%	28/15%
(2) History	91/15%	13/12%	35/11%	29/13%	40/21%
(3) Social studies	83/13%	12/11%	46/14%	28/13%	28/15%
(4) General fiction	62/10%	9/8%	20/6%	29/13%	22/12%
(5) Literature and authors	45/7%	7/6%	22/7%	16/7%	14/7%
(6) Biographies	28/4%	13/12%	17/5%	11/5%	13/7%
(7) Subtotal	416/67%	66/59%	191/59%	153/71%	145/77%
(8) Total number of responses	621/100%	111/100%	326/100%	217/100%	189/100%
(9) Number of schools responding	360	70	193	130	107
(10)Percent of all schools in that group in this sample	79%	77%	81%	79%	74%

Q III C. Subject Fields in Which the Collections of These Libraries Were Thought to Be Least Adequate (multiple responses possible).					
(1) General science	127/20%	33/27%	72/22%	42/18%	46/23%
(2) Applied science and technology	49/8%	9/7%	21/6%	17/7%	20/10%
(3) Biographies	48/7%	2/2%	14/4%	26/11%	10/5%
(4) Social studies	45/7%	11/9%	29/9%	14/6%	13/6%
(5) History	42/6%	7/6%	16/5%	19/8%	14/7%
(6) Fine arts	16/2%	7/6%	13/4%	5/2%	5/2%
(7) General fiction	18/3%	7/6%	8/2%	11/5%	6/3%
(8) Subtotal	344/53%	76/62%	173/52%	134/56%	114/56%
(9) Total number of responses	652/100%	122/100%	332/100%	240/100%	202/100%
(10) Number of schools responding	382	70	201	137	114
(11) Percent of all schools in that group in this sample	84%	77%	84%	83%	79%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)

Q III B. Subject Fields in Which These Libraries Were Thought to be Most Nearly Adequate (multiple responses possible).

(1) General science	24/16%	49/19%	39/14%	113/21%	6/3%	119/16%
(2) History	22/15%	27/10%	50/17%	51/10%	53/27%	104/14%
(3) Social studies	12/8%	31/12%	47/16%	61/11%	34/18%	95/13%
(4) General fiction	21/14%	28/11%	20/7%	59/11%	12/6%	71/10%
(5) Literature and authors	7/5%	14/5%	29/10%	22/4%	30/15%	52/7%
(6) Biographies	18/12%	9/4%	11/4%	30/6%	11/6%	41/6%
(7) Subtotal	104/69%	158/61%	196/68%	336/62%	146/75%	482/66%
(8) Total number of responses	150/100%	257/100%	288/100%	538/100%	194/100%	732/100%
(9) Number of schools responding	96	163	151	330	100	430
(10) Percent of all schools in that group in this sample	70%	81%	86%	76%	89%	78%

Q III C. Subject Fields in Which the Collections of These Libraries Were Thought to Be Least Adequate (multiple responses possible).

(1) General science	38/22%	56/19%	57/21%	117/20%	43/24%	160/21%
(2) Applied science and technology	9/5%	17/6%	24/9%	39/7%	19/10%	58/8%
(3) Biographies	5/3%	26/9%	18/7%	43/7%	7/4%	50/6%
(4) Social studies	16/9%	24/8%	15/6%	49/8%	7/4%	56/7%
(5) History	13/8%	19/6%	12/4%	39/7%	10/5%	49/6%
(6) Fine arts	8/5%	8/3%	6/2%	18/3%	5/3%	23/3%
(7) General fiction	7/4%	9/3%	9/3%	19/3%	6/3%	25/3%
(8) Subtotal	96/56%	159/54%	141/52%	324/55%	97/53%	421/59%
(9) Total number of responses	170/100%	295/100%	269/100%	591/100%	183/100%	774/100%
(10) Number of schools responding	103	171	158	350	102	452
(11) Percent of all schools in that group in this sample	75%	85%	90%	80%	91%	82%



(a)	(b)		(c)	(d)	(e)	(f)
	Type of School			Geographic Region		
	Public	Private		Chicago	No. and	Southern
Question	(457)	(91)		& Suburbs	Cen. IL	Illinois
	(457)	(91)		(238)	(165)	(145)
Q III D. Subject Fields in Which Materials Were Most Often Borrowed on Interlibrary Loan (multiple responses possible).						
(1) General science	63/18%	9/27%		31/19%	21/19%	20/19%
(2) Social studies	46/13%	6/18%		29/18%	15/14%	8/8%
(3) Audiovisual software (films, filmstrips, videotapes, etc.)	46/13%	5/15%		17/10%	21/19%	13/12%
(4) General fiction	22/6%	1/3%		12/7%	4/4%	7/7%
(5) History	19/6%	1/3%		6/4%	5/4%	9/9%
(6) Reading and reading skills	6/2%	4/12%		4/2%	3/3%	3/3%
(7) Subtotal	202/59%	36/79%		105/65%	69/63%	60/58%
(8) Total number of responses	343/100%	33/100%		162/100%	110/100%	104/100%
(9) Number of schools responding	226	28		114	71	69
(10)Percent of all schools in this sample	49%	31%		48%	43%	48%
Q III E. Subject Fields in Which Materials Were Most Often Lent on Interlibrary Loan (multiple responses possible)						
(1) General science	29/15%	3/18%		21/18%	5/9%	6/18%
(2) Social studies	25/13%	2/12%		16/14%	6/10%	5/15%
(3) General fiction	17/9%	1/6%		10/8%	8/14%	--
(4) Audiovisual software (films, filmstrips, videotapes, etc.)	17/9%	--		9/8%	4/7%	4/12%
(5) Reading and reading skills	12/6%	1/6%		10/8%	1/2%	2/6%
(6) History	9/5%	2/12%		3/2%	5/9%	3/9%
(7) Language arts	7/4%	2/12%		8/7%	--	1/3%
(8) Subtotal	116/60%	11/65%		77/65%	39/51%	31/62%
(9) Total number of responses	192/100%	17/100%		118/100%	57/100%	34/100%
(10)Number of schools responding	135	9		77	42	25
(11)Percent of all schools in this sample	30%	10%		32%	25%	17%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(1) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)

Q III D. Subject Fields in Which Materials Were Most Often Borrowed on Interlibrary Loan (multiple responses possible).

(1) General science	17/17%	35/24%	20/17%	64/24%	8/8%	72/19%
(2) Social studies	10/10%	20/13%	19/16%	46/17%	6/6%	52/14%
(3) Audiovisual software (films, filmstrips, videotapes, etc.)	18/18%	19/13%	13/11%	44/16%	7/7%	51/14%
(4) General fiction	6/6%	13/9%	4/4%	19/7%	4/4%	23/6%
(5) History	4/4%	8/5%	8/7%	9/3%	11/10%	20/5%
(6) Reading and reading skills	8/8%	2/1%	--	10/4%	--	10/3%
(7) Subtotal	63/62%	97/65%	64/56%	192/71%	36/34%	328/61%
(8) Total number of responses	102/100%	149/100%	115/100%	270/100%	106/100%	376/100%
(9) Number of schools responding	66	99	82	186	68	254
(10) Percent of all schools in this sample	48%	49%	47%	43%	61%	46%

Q III E. Subject Fields in Which Materials Were Most Often Lent on Interlibrary Loan (multiple responses possible).

(1) General science	7/14%	10/13%	15/19%	28/17%	4/10%	32/15%
(2) Social studies	6/12%	9/12%	12/15%	23/14%	4/10%	27/13%
(3) General fiction	6/12%	9/12%	3/4%	15/9%	3/7%	18/9%
(4) Audiovisual software (films, filmstrips, videotapes, etc.)	4/8%	7/9%	6/8%	15/9%	2/5%	17/8%
(5) Reading and reading skills	4/8%	5/7%	4/5%	13/8%	--	13/6%
(6) History	2/4%	3/4%	6/8%	5/3%	6/14%	11/5%
(7) Language arts	1/2%	3/4%	5/6%	9/5%	--	9/4%
(8) Subtotal	30/59%	46/61%	51/64%	108/65%	19/45%	127/61%
(9) Total number of responses	51/100%	75/100%	80/100%	167/100%	41/100%	209/100%
(10) Number of schools responding	32	55	54	115	29	144
(11) Percent of all schools in this sample	23%	27%	31%	26%	26%	26%

(a) Question	(b) Type of School		(e) Geographic Region		
	Public (457)	Private (91)	Chicago & Suburbs (238)	No. and Cen. IL (165)	Southern Illinois (145)

Q III F. Do You Borrow More Print Items from Other Libraries, More Nonprint, or About the Same?

(1) More print	117/45%	8/35%	50/40%	30/40%	45/54%
(2) More nonprint	89/34%	10/43%	47/37%	31/41%	21/25%
(3) The same	56/21%	5/22%	29/23%	15/20%	17/21%
(4) N:	262/100%	23/100%	126/100%	76/100%	83/100%
(5) %:	57%	25%	53%	46%	57%

Q III G. Do You Lend More Print Items to Other Libraries, More Nonprint, or About the Same?

(1) More print	59/34%	2/22%	21/22%	25/47%	15/44%
(2) More nonprint	58/34%	3/33%	43/45%	11/21%	7/21%
(3) The same	56/32%	4/44%	31/33%	17/32%	12/35%
(4) N:	173/100%	9/100%	95/100%	53/100%	34/100%
(5) %:	38%	10%	40%	32%	23%

Q III H a. Types of Libraries with Which Cooperative Collection Development Arrangements Would be Favored. (Percentage is of all usable responses at head of column.)

(1) School library media centers in own district	267/58%	25/28%	126/53%	87/53%	79/54%
(2) School library media centers outside of own district	93/20%	15/16%	39/16%	38/23%	31/21%
(3) Local public library	226/50%	33/36%	114/48%	80/48%	65/45%
(4) Local community college or other academic library	118/26%	24/26%	57/24%	43/26%	42/29%
(5) Public or academic libraries outside the local area	83/18%	14/15%	35/15%	34/21%	28/19%

Q III H b. Types of Libraries with Which Cooperative Collection Development Arrangements Were Said to Be in Effect. (Percentage is of all usable responses at head of column.)

(1) School library media centers in own district	114/25%	2/2%	55/23%	34/21%	27/19%
(2) School library media centers outside of own district	18/4%	--	7/3%	3/2%	8/6%
(3) Local public library	65/14%	7/8%	23/10%	27/16%	22/15%
(4) Local community college or other academic library	13/3%	2/2%	6/3%	--	9/6%
(5) Public or academic libraries outside the local area	19/4%	--	5/2%	4/2%	10/7%

(a) Question	(g)	(h) Enrollment	(i)	(j) Grades Served	(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)	K-8 (436)	9-12 (112)	(548)

Q III F. Do You Borrow More Print Items from Other Libraries, More Nonprint, or About the Same?

(1) More print	33/47%	42/38%	45/48%	73/35%	52/68%	125/44%
(2) More nonprint	29/41%	37/33%	31/33%	82/39%	17/22%	99/35%
(3) The same	8/11%	32/29%	18/19%	54/26%	7/9%	61/21%
(4) N:	70/100%	111/100%	94/100%	209/100%	76/100%	285/100%
(5) %:	51%	55%	53%	48%	68%	52%

Q III G. Do You Lend More Print Items to Other Libraries, More Nonprint, or About the Same?

(1) More print	14/44%	20/27%	26/36%	37/26%	24/65%	61/34%
(2) More nonprint	13/41%	22/30%	25/35%	55/38%	6/16%	61/34%
(3) The same	5/16%	31/43%	21/29%	53/37%	7/19%	60/33%
(4) N:	32/100%	73/100%	72/100%	145/100%	37/100%	182/100%
(5) %:	23%	36%	41%	33%	33%	33%

Q III H a. Types of Libraries With Which Cooperative Collection Development Arrangements Would Be Favored. (Percentage is of all usable responses at head of column.)

(1) School library media centers in own district	69/50%	115/57%	99/56%	231/53%	61/54%	292/53%
(2) School library media centers outside of own district	31/23%	36/18%	39/22%	64/15%	44/39%	108/20%
(3) Local public library	71/52%	92/46%	83/47%	193/44%	66/59%	259/47%
(4) Local community college or other academic library	31/23%	45/22%	59/34%	87/20%	55/49%	142/26%
(5) Public or academic libraries outside the local area	30/22%	33/16%	29/16%	63/14%	34/30%	97/18%

Q III H b. Types of Libraries With Which Cooperative Collection Development Arrangements Were Said to Be in Effect. (Percentage is of all usable responses at head of column.)

(1) School library media centers in own district	29/21%	50/25%	34/19%	90/21%	26/23%	116/21%
(2) School library media centers outside of own district	4/3%	7/3%	6/3%	12/3%	6/5%	18/3%
(3) Local public library	16/12%	30/15%	22/12%	49/11%	23/21%	72/13%
(4) Local community college or other academic library	3/2%	4/2%	7/4%	9/2%	6/5%	15/3%
(5) Public or academic libraries outside the local area	6/4%	4/2%	8/5%	14/3%	5/4%	19/3%



(a) Question	(b) Type of School		(d)	(e)	(f)
	Public (457)	Private (91)	Chicago & Suburbs (238)	Geographic Region No. and Cen. IL (165)	Southern Illinois (145)
Q IV E. Is This School Affiliated with ILLINET through One of the Regional Library Systems?					
Yes	217/47%	6/7%	73/31%	56/34%	94/65%
Q IV F. School Enrollment in Fall 1983.					
1-250:	98/23%	39/46%	54/24%	49/31%	34/26%
251-449:	173/40%	29/34%	96/43%	59/37%	47/36%
450+ :	159/37%	17/20%	74/33%	52/32%	50/38%
Mean:	464	339	462	428	432
Median:	374	272	356	350	364
N:	430/100%	85/100%	224/100%	160/100%	131/100%
%:	94%	93%	94%	97%	90%
Q X 1. Geographic Region/Percent of Total.					
(1) Chicago and suburbs	169/37%	69/76%	238/100%	--	--
(2) Northern and central Illinois	155/34%	10/11%	--	165/100%	--
(3) Southern Illinois	133/29%	12/13%	--	--	145/100%
N:	457/100%	91/100%	238/100%	165/100%	145/100%
Q X 2. Grade Levels Served.					
K-8 :	361/79%	75/82%	204/86%	128/78%	104/72%
9-12:	96/21%	16/18%	34/14%	37/22%	41/28%
N:	457/100%	91/100%	238/100%	165/100%	145/100%
Q X 3. Public or Private?					
Public :	457/100%	--	169/71%	155/94%	133/92%
Private:	--	91/100%	69/29%	10/6%	12/8%
N:	457/100%	91/100%	238/100%	165/100%	145/100%

(a) Question	(g)	(h) Enrollment		(i)	(j) Grades Served		(k)	(l) Sample Total
	Up to 250 (137)	251-449 (202)	450+ (176)		K-8 (436)	9-12 (112)		(548)
Q IV E. Is This School Affiliated with ILLINET Through One of the Regional Library Systems?								
Yes	46/34%	81/40%	77/44%		154/35%	69/62%		223/41%
Q IV F. School Enrollment in Fall 1983.								
1-250:	137/100%	--	--		116/28%	21/20%		137/27%
251-449:	--	202/100%	--		175/43%	27/25%		202/39%
450+ :	--	--	176/100%		117/29%	59/55%		176/34%
Mean:	170	338	778		363	754		444
Median:	172	338	600		350	523		355
N:	137/100%	202/100%	176/100%		408/100%	107/100%		515/100%
%:	100%	100%	100%		94%	96%		94%
Q X 1. Geographic Region/Percent of Total.								
(1) Chicago and suburbs								
	54/39%	96/48%	74/42%		204/47%	34/30%		238/43%
(2) Northern and central Illinois								
	49/36%	59/29%	52/30%		128/29%	37/33%		165/30%
(3) Southern Illinois								
	34/25%	47/23%	50/28%		104/24%	41/37%		145/26%
N:	137/100%	202/100%	176/100%		436/100%	112/100%		548/100%
%:	100%	100%	100%		100%	100%		100%
Q X 2. Grade Levels Served.								
K-8 :	116/85%	175/87%	117/66%		436/100%	--		436/80%
9-12:	21/15%	27/13%	59/34%		--	112/100%		112/20%
N:	137/100%	202/100%	176/100%		436/100%	112/100%		548/100%
%:	100%	100%	100%		100%	100%		100%
Q X 3. Public or Private?								
Public :	98/72%	173/86%	159/90%		361/83%	96/86%		457/83%
Private:	39/28%	29/14%	17/10%		75/17%	16/14%		91/17%
N:	137/100%	202/100%	176/100%		436/100%	112/100%		548/100%
%;	100%	100%	100%		100%	100%		100%

Notes to Appendix 2:

\* = 0.5 or less.

The figures in parentheses under each column heading are the total number of respondents in that category. Omitted from the data for each variable are respondents who did not answer a given question or who answered with zero. The sum of the responses in columns g-i is 33 less than the number of total respondents (548), because some schools failed to report their enrollment. Of the three columns of geographic region (and of Question X 1), "Chicago and Suburbs" includes Bur Oak, Chicago, DuPage, North Suburban and Suburban Library Systems; "Northern and Central Illinois" Corn Belt, Illinois Valley, Lincoln Trail, Northern Illinois, River Bend, Starved Rock, and Western Illinois Library Systems; and "Southern Illinois" Cumberland Trail, Great River, Kaskaskia, Lewis and Clark, Rolling Prairie, and Shawnee Library Systems. Of the two columns of "Grades Served," K-8 includes elementary, junior high and special education schools; K-12 includes high schools and 3 schools serving grades K-12.

The identification of each question starts with "Q" for question, continues with the number of the question on the form in Appendix 1, and ends (when necessary) with an "a" or "b" for the number of items owned or added. Each entry reports (1) the number of schools of that kind which reported the number of items shown at the left, and (2) following the slash, the percent of all schools of this kind who answered this question with a number. Following the mean and median of all such responses is N, the number of positive responses, and the percent of the number at the head of the column in parentheses. The difference between that latter number and the N in each cell includes schools which answered this question with a zero, for whom it was not applicable or who failed to answer it for any reason.

Every piece of data requested on the form in Appendix 1 is represented in Appendix 2. In addition there are some totals shown here and not requested on the form, and (at the end of Appendix 2) the distribution of responses in each case by each of the other three variables used for crossanalysis. In some cases however (Q II B and III A-E), the responses received could not be easily grouped; instead we have shown at least the five most numerous responses of the schools in columns b and c.

Q II A 25-26. These include number of file drawers of pamphlets owned (Q II A 20 a) and the number of inches of pamphlets added in 1982/83 (Q II A 20 b).

SMALL COMPUTERS IN ILLINOIS SPECIAL LIBRARIES;  
THE RESULTS OF A 1984 SURVEY  
by Danny P. Wallace

Library Research Center  
Graduate School of Library and Information Science  
University of Illinois at Urbana-Champaign  
Currently at the  
School of Library and Information Science  
Louisiana State University

Section	Page
1. Introduction.....	112
2. Methodology.....	115
3. Statistical measures and statistical tests.....	116
4. Geographical distribution of responses.....	117
5. Size of library.....	118
6. Medical and nonmedical libraries.....	119
7. For-profit and not-for-profit organizations.....	119
8. Access to mini- or microcomputers.....	119
9. Uses of mini-, micro-, and mainframe computers.....	120
10. Libraries with access to mini- or microcomputers.....	121
11. Brands of computers and year of acquisition.....	121
12. Planning for a computer.....	122
13. Software.....	123
14. Use by clientele.....	124
15. Service arrangements.....	125
16. Training.....	125
17. Advantages, disadvantages, and advice.....	125
18. Libraries planning access to mini- or microcomputers....	127
19. Reasons for acquiring a computer.....	127
20. Planned uses.....	127
21. Intended brands.....	128
22. Funding.....	128
23. Software.....	129
24. Planement and availability.....	129
25. The process of planning for a mini- or microcomputer....	130
26. Staff reactions and training.....	130
27. Needed advice.....	131
28. Conclusions.....	131

Table

1. Distribution of respondents by Illinois regional library system.....	133
2. Distribution of respondents by geographical area.....	133
3. Size of primary clientele.....	134
4. Distribution of medical and nonmedical libraries.....	135
5. Distribution of libraries in for-profit and not-for-profit organizations.....	135
6. Access to mini/microcopmputers, by each of four main variables.....	135



7. Computer processes available to respondents, as indicated by screening questionnaire.....	136
8. Responses to interview questions from libraries that had access to a mini- or microcomputer.....	137
9. Responses to interview questions from libraries that were planning access to a mini- or microcomputer.....	144

## Appendix

A. Sample questionnaire.....	149
------------------------------	-----

## 1. INTRODUCTION

Computers have had an impact on libraries and information centers that is probably unrivaled by any other technological innovation since the development of moveable print. Although librarians were in many instances slow to embrace this new technology, in the past two and a half decades the impact of automation on libraries has increased so rapidly that it seems unlikely that any library remains unaffected. Special libraries and information centers\* have not been immune from the effects of library automation, and in many cases special librarians have been at the forefront in the adaptation of computer technology to library purposes.

Digital computers are generally divided into three major types: mainframe computers (sometimes called "maxicomputers"), minicomputers, and microcomputers. Although the distinctions among the three types tend to break down in practice, a rough categorization can be made according to the amount of space the computer occupies: a mainframe computer usually consists of a large number of separate components, and generally requires an entire room and a carefully controlled environment; minicomputers are generally about the size of a filing cabinet, and require fewer separate components than do mainframes; a microcomputer generally will fit on a desktop, and is essentially self-contained, although additional components may be required to perform certain functions.

In terms of processing ability, the distinctions become blurry: a typical microcomputer of today has more internal memory and operates more rapidly than a mainframe computer of twenty-five years ago; large microcomputers may equal the capabilities of

---

\*Throughout this report, the cumbersome phrase "special libraries and information centers" has been shortened to the more manageable "special libraries." It is recognized that many such units perform functions far outside the range of activities usually associated with libraries. Similarly, the term "information manager" and similar designations have in this report been subsumed under the term "librarian."

small minicomputers; minicomputers can be linked so that their combined processing power exceeds that of many mainframe computers.

Perhaps the most significant distinction among the three types of computers from the point of view of library operations is cost: a mainframe computer represents an investment of hundreds of thousands of dollars and will typically require the attention of a large full-time staff; the cost of a minicomputer may range from as low as twenty thousand dollars up to more than one hundred thousand; microcomputers can be purchased for less than one hundred dollars, although a microcomputer capable of handling sophisticated office or library functions is more likely to be priced in the two thousand dollar range.

The first generation of computers to find their way into special libraries were probably the large mainframe computers used by the libraries' parent organizations. Because of the cost associated with acquiring, maintaining and using a computer of this type, the benefits accrued mostly to libraries associated with large, progressive organizations, although the sharing of mainframe computers among smaller organizations may have allowed some other libraries to make use of mainframes. It is unlikely that any substantial number of special libraries would have acquired mainframe computers exclusively for their own use.

Although the availability of access to a mainframe computer would make it possible for a special library to make use of the advantages of automation, problems may have arisen. In a situation involving the sharing of a computer among different organizational units, the library may have been assigned a low priority, even though automated library procedures tend to demand a large amount of processing. Programming and computer operations staff would frequently have little or no understanding of library automation. Special librarians are generally not computer programmers, and the complexity of some mainframe installations could easily be too demanding even if the librarian was familiar with programming. Pre-packaged library software for mainframe computers has never been common, and a package developed for use in one library might not be applicable to another even if available.

Another application of mainframe computers is the use of remotely located, extra-organization computers for purposes such as OCLC cataloging and online searching. The latter function, which requires minimal local equipment and training, appears to have been accepted by special libraries very quickly, and may still be the dominant use of computers in special libraries. The use of OCLC and similar catalog support systems in special libraries does not appear to have been quite as wide-spread, although it certainly cannot be considered unusual. For a small, specialized library the costs of using such a system may be

relatively high and the benefits limited, especially if the collection emphasizes non-book materials, as is the case in many special libraries.

The advent of the minicomputer brought automation to a greater number of special libraries. Many organizations that could not afford mainframe computers could bear the cost of the smaller, less expensive minicomputers, and special libraries in such organizations gained the possibility of sharing in this advance. Unfortunately, the disadvantages of sharing a computer with other organizational units are generally not reduced if the computer is a mini, and may be increased, since a minicomputer may be utilized near or at its operating limits much of the time. Other special libraries, however, found that it was possible to acquire a minicomputer for the exclusive use of the library. Furthermore, the development of minicomputer-based library automation systems such as those marketed by CLSI and Dataphase has made it possible to acquire a computer system which, for some functions at least, requires little or no local programming. These library-oriented minicomputer systems, however, may not be as suited to the needs of special libraries as they are to the requirements of public libraries. Furthermore, most such systems do not allow the addition of functions that are not part of the vendor's software package, thus making it difficult or impossible to use the same computer for different functions.

The most recent major innovation in computer technology is the introduction of the microcomputer: a small, frequently more or less portable, relatively inexpensive computer for which a large variety of software packages have been developed and marketed. It is the microcomputer which has the greatest potential for bringing automation directly into libraries of all types, including special libraries.

The greatest advantage of the microcomputer over mainframe and minicomputers is its flexibility. A large number of brands and configurations of micros are on the market, and more are being added constantly. Although some are inherently of limited capability, others can be expanded to equal or exceed the capabilities of the larger, more expensive minis. Peripheral equipment, such as printers, plotters, modems, and disk drives, can frequently be used with more than one brand of microcomputer, and can also be shared among micros. It is frequently possible to begin with a rather small system and expand as need demands. As operating systems and other software become more standardized, it will be increasingly possible to move to a totally different hardware configuration without having to change software.

All of these considerations have made these small computers -- the minis and the even smaller micros -- hot topics of discussion in libraries. Several periodicals dealing with the use of small computers in libraries have appeared, other library



periodicals have frequently carried articles about mini- and microcomputers, and there have been a number of books published on the subject. As libraries have become interested in the use of microcomputers, library-oriented software packages have begun to appear on the market. Although the development of software packages for microcomputers is as yet in its formative stages, the future is promising.

## 2. METHODOLOGY

At its April 1983 meeting, the Special Libraries Association Illinois Chapter Advisory Committee on Illinois State Library Surveys of Special Libraries suggested that the 1984 survey of Illinois special libraries and information centers deal with the use of mini- and microcomputers.

The results presented here draw upon three sources of data: 1) mail questionnaires distributed to SLA chapter members during the summer of 1983; 2) similar mail questionnaires distributed in January, 1984 to special library affiliate members of the eighteen Illinois library systems and SLA chapter members who had not responded to the summer 1983 survey; and 3) telephone interviews of approximately one hundred persons who responded to either the 1983 SLA survey or the 1984 Illinois State Library survey. A copy of the Illinois State Library questionnaire is presented in Appendix A; the content of the SLA questionnaire was very similar to that of the State Library questionnaire. The questions asked in the telephone interviews can be found in Tables 8 and 9. This was the first survey sponsored by the Illinois State Library that included responses from special libraries that were not affiliated with the eighteen library systems.

The SLA chapter survey and the Illinois State Library survey drew a total of 555 usable responses. Since the SLA chapter survey was of individual members rather than of libraries, in some cases more than one response was received from a single library; these were considered duplicates, and a single response from each library was chosen for the purposes of this report. Whenever possible, the response selected was that of the director of the library.

Data from the mail questionnaires and the telephone interviews were entered into computer files and analyzed using the Statistical Package for the Social Sciences (SPSS).

The following discussion of the results of the survey and the accompanying tables provide information regarding the nature of the responding libraries; in addition to the primary data on the use of mini- and microcomputers, data were collected regarding the geographic area in which each of the libraries is located, the



size of each library's primary clientele, whether the library is medical or nonmedical, and whether the organization served by the library is of a for-profit or not-for-profit nature. These four demographic characteristics were used as independent variables in comparing the uses of mini- and microcomputers made by the libraries studied.

### 3. STATISTICAL MEASURES AND STATISTICAL TESTS

A number of statistical measures and statistical tests are used in this report. Some of these may require definition and clarification, although every attempt has been made to provide interpretation of those statistics reported.

The median for a set of values is the value that divides the distribution in half such that fifty percent of the respondents are above that value and fifty percent are below. The arithmetic mean for a set of values is calculated by dividing the sum of the values by the total number of values; this is often referred to as the average.

Means can be compared by use of either a t-test or analysis of variance. A t-test is used to compare the means of two groups, while analysis of variance is used to compare the means of three or more groups. Analysis of variance indicates only whether some difference among the means is present; the exact nature of any such difference is determined by application of an appropriate post-hoc test. The post-hoc test used in this report is the Scheffè test. The term ANOVA is used in this report to describe the combination of one-way analysis of variance with a Scheffè post-hoc test.

A chi-square test is used to compare distributions. Although the chi-square test does not indicate the source of any differences among distributions, comparison of observed values to expected values can be used to identify the probable source of such differences.

The significance of a relationship is a measure of the probability that the relationship could be a result of chance. It is typical in social science research to interpret as statistically significant a relationship for which the probability of chance alone accounting for the relationship is less than .05, and that figure has been used in this report. It should be noted that statistical significance does not always imply practical significance: a difference between groups can be statistically significant without being especially large, and a large difference will not necessarily be statistically significant. Interpretation

of the results of a statistical test calls for an evaluation of the practical implications of the test as well as of the statistical significance of the test.

In many instances, not all respondents answered all the questions asked. Statistics and percentages in this report are always based only on the number of respondents who actually provided data in response to the question at hand, not on the total number of persons responding to the survey. Thus, if a total of one hundred questionnaires was received, but a particular question was answered by only ninety respondents, statistics and percentages would be based on a total of ninety responses to that question.

#### 4. GEOGRAPHICAL DISTRIBUTION OF RESPONSES

The distribution throughout the state of the responses to the mail questionnaires is summarized in Table 1 at the end of this report, which shows the number of respondents within the geographical area assigned to each of the eighteen Illinois library systems. It can be seen from this table that a substantial majority of the respondents are clustered in the Chicago area. Table 1 also compares the distribution among the systems in 1984 to the responses of the 1983, 1982 and 1981 surveys. Although the previous years' surveys included only libraries affiliated with systems, it can be seen that the percentages of libraries in the systems has remained nearly constant, although the percentage of libraries in the geographic area assigned to the systems in the Chicago area has grown somewhat: this may be partially a result of actual growth of the number of special libraries in the Chicago area, but is probably also a reflection of the fact that the number of special libraries that are not members of systems is greater for the Chicago area than for other parts of the state.

The data regarding the geographical distribution of the responses are further summarized in Table 2, in which the eighteen systems are compressed into three geographical areas. 411 of the responses (74.1 %) are from special libraries in the Chicago area, which is comprised of the Bur Oak, Chicago, DuPage, North Suburban and Suburban library systems. Seventy-nine responses (14.2%) came from libraries in the Northern and Central Illinois area, which includes the Corn Belt, Illinois Valley, Lincoln Trail, Northern Illinois, River Bend, Starved Rock and Western Illinois systems. Sixty-five responses (11.7%) were from libraries in the Southern Illinois area, which includes the Cumberland Trail, Great River, Kaskaskia, Lewis and Clark, Rolling Prairie and Shawnee library systems. Table 2 also provides comparative data for the 1983, 1982 and 1981 surveys of special library members of the eighteen library systems. A chi-square test of goodness of fit applied to these data indicates that the proportions of special libraries in

the three geographical areas have not changed significantly from one survey to another (chi square = 5.03 with six degrees of freedom,  $p = .54$ ).

## 5. SIZE OF LIBRARY

Data regarding the size of each library's primary clientele were gathered as an indicator of size. These data are summarized in Table 3. Eighty-nine of the 555 respondents (16%) did not report the sizes of their primary clienteles. The overall mean number of persons served is 1148, while the median is 300. This compares to a 1983 median of 376 and a median of 250 reported in both 1981 and 1982. The reason for this difference in medians for the four survey years is unknown. It is possible that the figure of 376 for 1983 represents an aberration in the data for that year, and the increase from 250 in 1981 and 1982 to 300 in 1984 represents real growth. It is also possible that the differences are the result of differences in the actual respondents during the four years; the 1984 figure could reflect the inclusion of special libraries that are not members of systems. It is also undoubtedly the case that data regarding sizes of primary clienteles are not always consistently reported: some respondents may indicate the number of persons eligible to use the library, while others may report the number of people who actually used the library during some period of time such as a calendar or fiscal year. Similarly, the primary clientele of a for-profit business such as a manufacturer may be of a different nature than that of a not-for-profit organization such as a hospital.

ANOVA was used to compare the mean sizes of the primary clienteles in the three geographical areas: the mean for the Chicago area is 1230, the mean for the Northern and Central area is 1084, and the mean for the Southern area is 699. Although the variation appears to be substantial, it is not statistically significant ( $p = .63$ ). The mean size of primary clientele is 1063 for medical libraries and 1189 for nonmedical libraries; a t-test indicates that this difference is not statistically significant ( $p = .71$ ). The mean for libraries in for-profit organizations, however, is significantly lower than the mean for libraries in not-for-profit organizations (516 vs. 1733,  $p < .01$ ). This is probably a result of the inclusion in the not-for-profit group of special libraries such as those in social service agencies, which consider their primary clientele to be the populations of entire communities.



## 6. MEDICAL AND NONMEDICAL LIBRARIES

180 of the 555 respondents to the 1984 survey (32.4%) were identified as being medical in orientation, while 375 (67.6%) were nonmedical. Table 4 shows the distribution of medical and nonmedical libraries across the four years for which surveys of Illinois special libraries have been conducted. This table shows that the percentage of nonmedical libraries has a general tendency to increase, while the percentage of medical libraries has decreased. The change for the 1984 survey could perhaps be attributed to the inclusion of libraries that are not members of systems. It may also be the case, however, that the number of nonmedical libraries in the state has indeed grown and that the number of medical libraries has remained more nearly constant. A chi-square test applied to the data shown in Table 4 indicates that the differences in numbers across the four years are not statistically significant (chi-square = 2.63 with three degrees of freedom,  $p = .54$ ).

## 7. FOR-PROFIT AND NOT-FOR-PROFIT ORGANIZATIONS

256 of the 555 respondents (46.1%) were associated with profit-seeking organizations, while 299 (53.9%) were associated with not-for-profit organizations. The tendency over the four years for which surveys of special libraries in Illinois have been conducted has been for the percentage of for-profit organizations to increase slightly while the percentage of not-for-profit organizations has decreased. These data are summarized in Table 5. The implication of this change in the proportions of for-profit and not-for-profit organizations may indicate that new libraries are being created in for-profit organizations, or may suggest that libraries in not-for-profit organizations are more likely to belong to systems than are libraries in for-profit organizations.

## 8. ACCESS TO MINI- OR MICROCOMPUTERS

163 of the 555 respondents (29.4%) to the mail questionnaires indicated that they currently had access to a mini- or microcomputer, while 159 (28.6%) indicated that they were actively planning such access and 233 (42.0%) responded that they neither had nor were planning such access. These responses are summarized and broken down by four main variables in Table 6. A chi-square test indicates that the differences between medical and nonmedical libraries, between large and small libraries and among the three geographical areas are not statistically significant. The differences between libraries serving for-profit organizations and those serving not-for-profit organizations, however, are



statistically significant (chi-square = 7.79 with two degrees of freedom,  $p = .02$ ). It appears to be the case that the proportion of libraries that already had access to mini- or microcomputers was greater for the for-profit category than for the not-for-profit category (35.2% vs. 24.4%), and that the proportion of libraries that neither had access nor were planning to have access was smaller for the for-profit category than for the not-for-profit category (37.9% vs. 45.5%).

## 9. USES OF MINI-, MICRO-, AND MAINFRAME COMPUTERS

Respondents were also asked to identify the functions for which mini- or microcomputers were used, those for which mainframe computers were used, and those for which both types of computers were used. These functions are summarized in Table 7. The responses indicate that these special libraries use computers for a mixture of library-oriented activities (such as online searching, cataloging, and interlibrary loan) and general office and business procedures (such as word processing, database creation and maintenance, list processing and electronic mail). The most frequently reported functions were online searching (318 respondents), word processing (162 respondents), cataloging (140 respondents), in-house database creation and maintenance (129 respondents), interlibrary loan (125 respondents), list processing (116 respondents) and electronic mail (108 respondents).

It can be seen from the table that certain functions are associated mostly with the use of mini- or microcomputers, while others are associated primarily with the use of mainframe computers. Those in the former category include serials control, word processing, list processing, the creation and maintenance of in-house databases, records management, and accounting and budgeting. Those associated primarily with mainframe computers include cataloging, circulation, electronic mail, online searching, and interlibrary loan. Although there were some additional functions that were associated only with the use of one category of computer, the number of respondents reporting such functions was so small that no conclusions can be made regarding them. Very few respondents used both a mini- or microcomputer and a mainframe computer for any function.

Examination of these data suggests that mini- and microcomputers are most often associated with functions that one would expect to be totally controlled at a local level, while mainframe computers are accessed for functions that would benefit from shared data. Presumably cataloging support comes primarily from large systems such as OCLC; online searching usually requires access to commercial database services such as DIALOG and Medline; other functions such as interlibrary loan would also typically operate on a computer network rather than on individual locally

supported computers. On the other hand, such activities as word processing, records management and the maintenance of in-house databases can be readily accomplished on a mini- or microcomputer using commercially available software.

#### 10. LIBRARIES WITH ACCESS TO MINI- OR MICROCOMPUTERS

Interviews were conducted with fifty librarians whose responses to the mail questionnaires indicated that their libraries had access to mini- or microcomputers. Analysis of the responses to these interviews indicated that in four cases the respondents had confused access to a mini- or microcomputer with access through a terminal to a mainframe computer. These four responses were eliminated, reducing the number of interviewees to forty-six. The fact that this confusion arose among the librarians interviewed, however, raises the possibility that other respondents to the mail questionnaires also reported that they had access to a mini- or microcomputer when in fact they had access through a local terminal to a remote mainframe computer. The mail questionnaires did not allow any easy method for determining the degree to which this was a problem.

That this problem occurred at all raises some concern about the state of awareness of special librarians. To those who are familiar with the distinctions among minicomputers, microcomputers, and mainframe computers, the differences are precise and obvious. To those who are less familiar, the terms may seem to be imprecise or even interchangeable. Librarians who serve the public may be familiar with the uninformed patron who assumes that any device with a screen -- even a microfilm reader -- is a microcomputer, or who assumes that a computer terminal is the computer itself. Apparently some librarians are also susceptible to this sort of misinformation.

Interviewees were queried regarding the brands of computers to which they had access, the uses made of the computers, the process of planning for and acquiring the computers, and the problems they had had with them. The questions asked of the interviewees are listed in Table 8, along with the responses to the questions.

#### 11. BRANDS OF COMPUTERS AND YEAR OF ACQUISITION

By far the most popular brands of computers were Apples, which were used by twelve (26%) of forty-six respondents, and IBMs, which were used by eighteen (39%). No other brand was reported by more than two respondents.

The vast majority of the respondents had had their computers two or fewer years: four (9%) had acquired them in 1984, twenty-four (53%) had acquired them in 1983, fourteen (31%) had acquired computers in 1982, two (4%) had acquired them in 1981, and one (2%) had had a computer since 1980. One respondent did not know when the computer had been acquired. These results suggest that mini- and microcomputers are indeed a novelty in special libraries in Illinois.

## 12. PLANNING FOR A COMPUTER

A series of questions were directed at the process of planning for a mini- or microcomputer. The responses to these questions indicate that the burden of the planning process lay with the librarian: in response to an inquiry regarding the nature of the planning done, twenty out of forty-one respondents (49%) indicated simply that the librarian did all the planning, while another nine (22%) indicated that some kind of committee was involved in the planning process, seven (17%) mentioned some kind of formal or semiformal study, four (10%) indicated that all planning was done by staff members other than the librarian, and one (2%) mentioned the involvement of a consultant. This last is interesting in that, when later asked explicitly whether a consultant had been used, five respondents replied in the affirmative.

A further question asked who had been most involved in the planning process: twenty-nine respondents (63%) indicated that the greatest involvement fell to the librarian, while seven (15%) replied that the librarian worked equally with other staff, five (11%) indicated that the planning process was in the hands of local organization staff, four (9%) identified nonlocal organization staff as being most involved in planning, and one (2%) listed a consultant as being most involved.

Forty-one respondents (89%) indicated that they had not made use of a consultant, while five (11%) had enlisted the aid of a consultant. The five consultants used were an educator, a member of the organization's headquarters staff, the staff of one of the regional library systems, another librarian, and a private consulting firm. In one case (20%), the consultant was credited with contributing a formal report, while in four instances (80%) the consultant apparently gave general advice without preparing a formal report. As was mentioned earlier, in only one case was the consultant credited with having the primary responsibility of planning for the computer.

Nineteen of the forty-six respondents (41%) were not able to indicate any particular rationale for selecting a particular brand or brands of hardware. The most common reasons for choosing



particular brands of hardware were the advice of colleagues, which was listed by ten out of the remaining twenty-seven respondents (37%). Six respondents (22%) mentioned software availability, four each (15%) listed price, reviews or compatibility, three (11%) were influenced by a visit to a computer store, two each (7%) mentioned hardware availability, or the advice of a sales representative, and one (4%) identified versatility as the reason for making a selection.

The source of funds for acquiring the mini- or microcomputer was either the library's operating budget or a capital budget in more than two-thirds of the interviewees' libraries, with the former accounting for sixteen out of forty-three responses (37%) and the latter for fifteen responses (35%). In five cases (12%) the hardware was supplied through a gift, in four cases (9%) a special grant was utilized, in two cases (5%) some unspecified source of funding was used, and in one case (2%) a combination of funding sources was involved. In three cases the respondent did not know how the computer had been funded.

Eighteen of the forty-six respondents (39%) indicated that the computer was located in an office, while sixteen (35%) indicated that it was located in a staff work area, ten (22%) indicated that it was in public area of the library, and in two cases (4%) the computer was located in some other location.

### 13. SOFTWARE

Several questions were asked regarding the software in use by the interviewees and the methods they used in acquiring it. The most commonly reported variety of software in use was word processing, which was listed by thirty-four respondents (74%); database management systems were in use in twenty-six libraries (57%); fifteen respondents (33%) mentioned spreadsheet packages; twelve (26%) listed communications software; and statistical software was in use in three libraries (7%). Cataloging, circulation, graphics and programming language software were each mentioned once (2%). The software packages used by most of the interviewees, then, were general office and business-oriented packages rather than library-oriented programs.

The most frequently cited source of software was a vendor, which was the response given by twenty-one interviewees (48%), with a store accounting for sixteen responses (36%). In-house development and mail order were mentioned three times each (7%), and in one case (2%) the software was acquired directly from its producer. Two respondents did not know the source of the software in use in their libraries.



The most common individual methods of learning what software was available were the advice of colleagues and the recommendations of sales representatives, which were each identified by seven respondents (18%). Reviews were mentioned by five respondents (13%), and catalogs, a consultant, a course or workshop, and a system or network were each mentioned once (3% each). Slightly more than a third of the respondents indicated that they used a combination of methods of learning about software. Five librarians did not know how the software in use was identified.

Fourteen respondents (30%) indicated that some software had been written locally rather than having been acquired from outside the library or organization. Five of these fourteen respondents (36%) indicated that the locally-written software was used for database management, in two cases (14%) circulation software had been written locally, two respondents (14%) indicated that interface software had been locally generated, and accounting and payroll software, mailing list software, a report generator and simulation software were each listed once (7%). One respondent (7%) knew that some software had been written in-house, but did not know what kind. Half of the respondents who were using locally-written software indicated that copies of their programs would not be available to other libraries, while five (36%) said that the software could be used by other libraries, and two (14%) indicated that any such decisions would have to be made on a case-by-case basis. This seems to suggest that software written for use by special libraries may be considered proprietary or even confidential, and that the exchange of software among special libraries may be unlikely to become common.

#### 14. USE BY CLIENTELE

Nearly two-thirds of the respondents (thirty respondents, or 65%) reported that their computers were available to their clienteles, while sixteen (35%) indicated that the computers were available only to library staff. Nine (30%) of the thirty respondents who indicated that their computers were available to their clienteles did not know what use their clients were making of them. The client uses reported by the remaining twenty-one respondents seemed to parallel the uses made by the libraries themselves: database management systems and word processing programs were each listed by five respondents (24%); billing and accounting and scientific and technical programs were mentioned by four respondents (19% each); mailing lists, reports, and spreadsheets were each listed twice (10% each); and physical education, practice, simulation, software conversion, and statistics were each listed once (5% each).

## 15. SERVICE ARRANGEMENTS

Two questions addressed the service arrangements employed by the respondents: twenty-three respondents (50%) had a service contract, seven (15%) had hardware that was still under warranty, and sixteen (35%) reported that they had no specific service arrangements. A large majority of the respondents (thirty-one, or 72%) had had no problems with their machinery and were satisfied with their service arrangements; nine (21%) had had problems but were nonetheless satisfied with their service arrangements; two (5%) had had problems and were unsatisfied with their service arrangements; and one (2%) had had no problems but felt that some better arrangement was needed in the event that problems developed.

## 16. TRAINING

The dominant means of training staff members to use mini- and microcomputers was individual instruction, which was reported by twenty-nine respondents (63%). In-house workshops were used in twelve libraries (26%), vendor or store workshops were used in nine cases (20%), training came from a school in one case (2%) and from a network in another (2%). In three libraries (7%), no specific training had been undertaken.

## 17. ADVANTAGES, DISADVANTAGES, AND ADVICE

The final set of questions asked of the interviewees addressed their appraisal of the greatest advantages and disadvantages of having a mini- or microcomputer, what they would do differently if given a chance to start again, their plans for the future, and their advice for others. By far the greatest advantage was time-saving, which was reported by twenty-six respondents (59%); elimination of paperwork, which would seem to be closely related to time-saving, was mentioned by two respondents (5%). The other advantages mentioned were matters of the addition of some facility that the library had not previously had: online searching was reported as the greatest advantage by six respondents (14%), database management was reported by four (9%), word processing was reported by three (7%), and communications and simulation were each reported by one respondent (2%). One respondent (2%) felt that the greatest advantage lay in being freed from dependence on the organization's mainframe computer. Two respondents declined to identify any greatest advantage.

The most striking aspect of the responses to the request to identify the greatest disadvantage of having a mini- or microcomputer is that twenty-five respondents (slightly more than half) could not think of any significant disadvantage. Five of the twenty-one respondents who did list disadvantages (28%) identified the fact that the computer was not located in the library, another five (28%) mentioned the time required to learn how to use the computer, three (17%) reported disadvantageous limitations in available software, two (11%) mentioned down time, and one each (6%) reported cost, demand that exceeded availability, and the creation of a system in which new data were available from a computer database but older data were not. Three respondents did not give a specific disadvantage.

When asked what they would do differently if they "could do it all over again", fourteen respondents (31%) indicated that they were satisfied with the way things had been done. Of the remaining who answered, nineteen (63%) suggested that they would choose different hardware and/or software, five (17%) indicated a need for better planning, and three (10%) identified a need for better training. Placing the computer in a different location, using a different vendor, waiting longer before acquiring a computer, and not waiting as long were each listed by one respondent (3%). Two respondents did not specify what they would do differently.

Plans for the future emphasized expansion rather than outright change: eighteen of the thirty-six respondents who identified future plans (50%) indicated that they intended to expand their hardware, fourteen (39%) reported plans to expand their software, three (8%) planned to change hardware, and three (8%) planned to change software. Sixteen (44%) indicated that they planned to train more staff in the use of the computer.

The last question asked the interviewees to advise others on the process of acquiring a computer. Two respondents did not feel qualified to give advice. Of the remaining forty-four, eighteen (41%) advocated careful analysis of needs, fifteen (34%) recommended consulting others, eleven (25%) advised not to wait too long, eight (18%) emphasized the need to shop carefully, four (9%) pointed out that the process of acquiring and using a computer is necessarily time-consuming, three (7%) warned against the tendency to view the computer as a panacea, three (7%) recommended the use of a consultant, three (7%) advised reading about computers as a means of learning about them, two (5%) cautioned against getting frustrated, and one (2%) suggested that appropriate staff should be deliberately involved in the process.



## 18. LIBRARIES PLANNING ACCESS TO MINI- OR MICROCOMPUTERS

Interviews were also conducted with fifty-one persons whose responses to the mail questionnaires indicated that they were actively planning to gain access to a mini- or microcomputer. The questions asked of these individuals were similar to those asked during the interviews with those who already had access to a mini- or microcomputer, emphasizing the reasons for acquiring a computer, the process of planning for a computer, staff reactions, the training process, and what those who were planning would like to learn from those who already have mini- or microcomputers. The questions asked of these interviewees and the responses to them are given in Table 9.

## 19. REASONS FOR ACQUIRING A COMPUTER

A surprising number of interviewees did not provide a response to the question "Why are you planning to acquire a computer?" Of the fifty-one persons interviewed, thirteen (25%) did not answer this question. The reason most frequently cited by the remaining thirty-eight respondents was time-saving, which was cited by fourteen persons (37%); this agrees with the responses of the interviewees who already had access to computers, who most frequently cited time-saving as the greatest advantage of a mini- or microcomputer. The next most numerous response was that the decision had been made at the organizational level, and the librarian was not responsible for deciding that a computer should be acquired: this reason was cited by nine respondents (24%). Although these nine respondents did not necessarily express reluctance to become involved in the use of mini- or microcomputers, it is interesting that such a high proportion of interviewees indicated that the decision to acquire a computer was made outside the library. Five respondents (13%) said that they wished to expand their services, four (11%) expressed a desire to keep up with the rest of the organization, four (11%) intended to reduce or eliminate their dependence on the organization's mainframe computer, and two (5%) cited keeping up with the field as a reason for acquiring a mini- or microcomputer.

## 20. PLANNED USES

When asked what they intended to do with the computer once it was acquired, approximately a third of the respondents (eighteen, or 36%) cited online searching. This is in agreement with the results of the mail questionnaires, which indicated that the greatest use made of computers by Illinois special libraries was for online searching, and may suggest that the prospect of



downloading results of online searches may be a significant motivator in the decision to acquire a microcomputer. The remaining planned uses were a mixture of library-oriented and general office-oriented functions. Nine respondents (18%) indicated that they intended to computerize serials operations, a further nine (18%) cited circulation, eight (16%) mentioned cataloging, seven (14%) identified OCLC access, six (12%) cited acquisitions, two (4%) cited interlibrary loan, and six (12%) simply stated that they planned to use the computer for unspecified library-related activities.

The second most frequently cited use, after online searching, was budgeting and accounting, which was mentioned by twelve respondents (24%). Other non-library-oriented functions listed were word processing (six respondents, 12%), database management (five respondents, 10%), and mailing and routing lists (five respondents, 10%). Comparison of these planned uses with the actual uses mentioned by those respondents who already had access to mini- or microcomputers shows that the planned uses were much more oriented toward specifically library-related tasks than were the reported actual uses. As will be seen below, this does not necessarily indicate anything regarding the availability of library-oriented software, but may show that the librarians who were in the planning stages at the time of the interviews intended to adapt other varieties of software to library tasks.

## 21. INTENDED BRANDS

Thirty-seven of the fifty-one interviewees (73%) indicated that they knew what brands of equipment they would acquire, while fourteen (27%) had not yet made that decision. Of the thirty-seven who had identified specific desired brands; a majority (twenty-two respondents, 59%) expressed an interest in IBM equipment. Five respondents (14%) stated that they intended to acquire Apples. No other brand was identified by more than one respondent, although two respondents (5%) indicated that they planned to acquire more than one brand of equipment.

## 22. FUNDING

The most frequently cited source of funds for acquiring a computer was the library's operating budget, which was cited by twenty-two (47%) of the forty-seven respondents who indicated their expected source of funds. Twelve respondents (26%) planned to use funds from a capital budget, eight (17%) cited a special grant, three (6%) expected to receive funds from a gift, and two (4%) anticipated funds from an unspecified other source. That nearly half of those interviewees who were still in the planning

stage intended to exploit their operating budget, as opposed to about a third of those who already had computers suggests that the acquisition of computer hardware and software may be becoming more accepted as a normal part of special library operations.

## 23. SOFTWARE

Six of the fifty-one respondents (12%) did not yet know what kinds of software they would acquire. Database management systems and word processing packages dominated the varieties of software the remaining forty-five respondents intended to acquire, with thirty-three (73%) citing the former and twenty-eight (62%) listing the latter. Other kinds of software mentioned were unspecified "library functions", which was cited by nine respondents (20%); communications and spreadsheet software (six respondents, or 13%, each); and OCLC, which was listed by two respondents (4%). Cataloging, circulation, inventory control, "medical", and statistical software were each cited once (2%).

Twenty-one respondents (41%) did not indicate where they expected to actually acquire their software. Thirteen (43%) of the thirty respondents who did identify expected sources of software cited a vendor as their source, while nine (30%) expected to obtain software from a store. Vendors and stores were also the dominant sources of software among those respondents who already had access to computers. The remaining sources included obtaining software through an existing service contract (two respondents, 7%), mail order (two respondents, 7%), a network or system (two respondents, 7%), OCLC (one respondent, 3%), and in-house development (one respondent, 3%).

Only three respondents (6%) indicated that they intended to develop any software locally. Of these three, one (33%) had specific plans to write downloading software, while the other two seemed to view the local development of software as inevitable but did not know what sorts of software they might need to write or have written.

## 24. PLACEMENT AND AVAILABILITY

Ten (22%) of the respondents who knew where they would put their mini- or microcomputers expressed the intention of placing theirs in an office area, while twenty-two (49%) intended to put it in a staff work area, and thirteen (29%) planned to place it in a public area. Ten (20%) did not know if the computer would be made available to their clienteles, and nearly two-thirds of the remaining forty-one respondents stated that the computer would be available to their clienteles as well as their staffs.

## 25. THE PROCESS OF PLANNING FOR A MINI- OR MICROCOMPUTER

When asked who had been most involved in planning for the computer, thirty-five respondents (69%) indicated that the librarian had had the most responsibility, while ten (20%) indicated that local organization staff had been most involved, and six (12%) noted that the librarian had worked equally with local organization staff. As with the respondents who had access to a computer at the time they were interviewed, the greatest number of those still in the planning stages replied to the question regarding what planning had been done by indicating that the librarian had done it all: that was the response of twenty-three interviewees (46%). Six (12%) stated that all of the planning had been done by someone other than the librarian. Thirteen respondents (26%) indicated that some sort of committee had been involved in the planning process, in four libraries (8%) some sort of cost and/or needs analysis had been performed, two librarians (4%) had conducted user surveys, one (2%) had examined the availability of grants, and one (2%) had surveyed colleagues.

An outside consultant had been used in twelve libraries (24%). Four of these consultants (33%) were from private consulting firms, two (17%) were reported to have been from the state library, one (8%) was from a computer store, one was an educator, one was a statistician, one was a representative of a system, and one was an otherwise unidentified volunteer. In one instance it was indicated that a consultant had been used but that the identity of the consultant was unknown to the respondent.

## 26. STAFF REACTIONS AND TRAINING

The respondents' impressions of their staff's reactions to the prospect of obtaining a mini- or microcomputer indicated an overwhelmingly positive reaction: forty-six respondents (90%) were under the impression that their staffs felt positive regarding the library getting a computer, four (8%) felt that their staffs viewed the addition of a computer negatively, and one did not know how the staff felt.

Individual instruction, the training method most prominent among those interviewees who already had computers, was also that planned by a large majority of those planning to acquire computers. Forty-two (88%) of the forty-eight respondents who had given thought to the problem of instruction anticipated relying most heavily on individual instruction. Thirteen (27%) expected to make use of vendor or store workshops, and five (10%) planned in-house workshops.



## 27. NEEDED ADVICE

The last interview question asked of those who were planning to acquire computers requested that they identify areas in which they could most use advice or help from other librarians who already had computers. The most frequent responses were for help in identifying hardware or software, and for help in identifying sources of education and training: twenty respondents (43%) indicated that they could most use specific hardware and software recommendations, while nineteen (41%) identified a need for assistance in locating training courses and educational materials. Five respondents (11%) were interested in advice regarding sources of hardware and software, three (7%) wanted to know whether a computer really increases efficiency, two (4%) were interested in computer user groups, one (2%) was interested in the problems of public access to computer hardware and software, one was interested in how to evaluate hardware and software, one was interested specifically in cataloging with a microcomputer, one was interested in indexing, and one was interested in program sharing. Three more (7%) expressed a desire for any kind of advice. Five librarians did not respond to this question.

## 28. CONCLUSIONS

The results of this study indicate that Illinois special libraries appear to have made more use of mainframe computers than of mini- or microcomputers, but that the differences are not great. Some functions, such as word processing, accounting and budgeting, and database creation and maintenance, are primarily the province of mini- and microcomputers. Other functions, including cataloging, interlibrary loan, and online searching, are accomplished mostly by accessing remote mainframe computers. Very few functions, however, are done exclusively with either mainframe computers or mini-/microcomputers. For some processes, such as online searching, there appears to be a trend toward using a microcomputer rather than a terminal to access a remote mainframe computer, perhaps for purposes of downloading data.

The results of the interviews suggest that in most special libraries the responsibility for planning access to a mini- or microcomputer falls to the librarian, whose hardware decisions are based largely on advice from colleagues and the availability of appropriate software. Time-saving is seen as the greatest advantage of having a computer.

Mini- and microcomputers are used for a mixture of specifically library-oriented tasks and general office and business purposes; many of the library-related functions are apparently accomplished by adapting non-library software to



library purposes. Funding for computer hardware and software comes from a variety of sources, but primarily from operating and capital budgets.

Training of staff in the use of mini- and microcomputers is accomplished primarily through individual instruction. In a majority of libraries the computer will be available to the library's clientele as well as to its staff.

**Table 1: Distribution of Respondents by Illinois Regional Library System**

	1984		1983		1982		1981	
SYSTEM	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Bur Oak	12	2.2	5	1.4	4	1.3	5	1.6
Chicago	242	43.6	156	42.6	102	33.9	128	40.4
Corn Belt	8	1.4	4	1.1	4	1.3	4	1.3
Cumberland Trail	3	0.5	4	1.1	2	0.7	4	1.3
DuPage	33	5.9	20	5.5	18	6.0	22	6.9
Great River	10	1.8	9	2.5	8	2.7	10	3.2
Illinois Valley	19	3.4	13	3.6	12	4.0	15	4.7
Kaskaskia	10	1.8	8	2.2	9	3.0	9	2.8
Lewis and Clark	7	1.3	3	0.8	5	1.7	6	1.9
Lincoln Trail	18	3.2	14	3.8	11	3.7	12	3.8
North Suburban	81	14.6	64	17.5	52	17.3	51	16.1
Northern Illinois	13	2.3	9	2.5	10	3.3	11	3.5
River Bend	11	2.0	12	3.3	6	2.0	5	1.6
Rolling Prairie	33	5.9	17	4.6	20	6.6	9	2.8
Shawnee	2	0.4	2	0.6	2	6.6	2	0.6
Starved Rock	7	1.3	0	0.0	5	1.7	6	1.9
Suburban	43	7.7	24	6.6	29	9.6	18	5.7
Western Illinois	3	0.5	2	0.6	2	6.6	0	0.0
TOTAL	555	100.0	366	100.0	301	100.0	317	100.0

**Table 2: Distribution of Respondents by Geographical Area**

	1984		1983		1982		1981	
GEOGRAPHICAL AREA	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Chicago and suburbs	411	74.1	269	73.5	205	68.1	224	70.7
Northern and Central	79	14.2	54	14.8	50	16.6	53	16.7
Southern	65	11.7	43	11.7	46	15.3	40	12.6
TOTAL	555	100.0	366	100.0	301	100.0	317	100.0

Table 3: Size of Primary Clientele

	1 to 99	100 to 199	200 to 299	300 to 499	500 to 699	700 to 999	1000 to 1499	1500 to 1999	2000 or more	Total	Mean	Median
1. By geographical area												
Chicago and suburbs	78 (23%)	52 (15%)	41 (12%)	47 (14%)	33 (10%)	24 (7%)	22 (6%)	13 (4%)	37 (11%)	347 (100%)	1230	295
Northern and Central	9 (14%)	7 (11%)	6 (9%)	3 (5%)	8 (12%)	4 (6%)	11 (17%)	6 (9%)	11 (17%)	65 (100%)	1084	550
Southern	13 (24%)	7 (13%)	4 (7%)	4 (7%)	11 (20%)	7 (2%)	2 (4%)	2 (4%)	4 (7%)	54 (100%)	699	375
2. By medical/nonmedical library												
Medical	16 (11%)	14 (9%)	15 (10%)	12 (8%)	25 (16%)	21 (14%)	22 (14%)	12 (8%)	15 (10%)	152 (100%)	1063	550 <sup>a</sup>
Nonmedical	84 (27%)	52 (17%)	36 (11%)	42 (13%)	27 (9%)	14 (4%)	13 (4%)	9 (3%)	37 (12%)	314 (100%)	1189	188
3. By for-profit/not-for-profit organization												
For-profit	69 (31%)	34 (15%)	30 (13%)	27 (12%)	23 (10%)	11 (5%)	7 (3%)	7 (3%)	16 (7%)	224 (100%)	516	188
Not-for-profit	31 (13%)	32 (13%)	21 (9%)	27 (11%)	29 (12%)	24 (10%)	28 (12%)	14 (6%)	36 (15%)	242 (100%)	1733	463
4. All respondents	100 (21%)	66 (14%)	51 (11%)	54 (12%)	52 (11%)	35 (8%)	35 (8%)	21 (5%)	52 (11%)	466 (100%)	1148	300

Table 4: Distribution of Medical and Nonmedical Libraries

	1984		1983		1982		1981	
Medical	180	(32.4%)	121	(33.1%)	112	(37.2%)	114	(36.0%)
Nonmedical	375	(67.6%)	245	(66.9%)	189	(62.8%)	203	(64.0%)
Total	555	(100.0%)	366	(100.0%)	301	(100.0%)	317	(100.0%)

Table 5: Distribution of Libraries in For-Profit and Not-for-Profit Organizations

	1984		1983		1982		1981	
For-Profit	256	(46.1%)	155	(43.4%)	112	(37.5%)	128	(40.8%)
Not-for Profit	299	(53.9%)	202	(56.6%)	187	(62.5%)	186	(59.2%)
Total	555	(100.0%)	357	(100.0%)	299	(100.0%)	314	(100.0%)

Table 6: Access to Mini/Microcomputers, by Each of Four Main Variables

ACCESS	CLIENTELE									
	MEDICAL	NON-MEDICAL	FOR PROFIT	NOT FOR PROFIT	LESS THAN 300	300 OR MORE	CHICAGO AREA	NORTH/CENTRAL	SOUTHERN	TOTAL
Now have	45 (28%)	118 (72%)	90 (55%)	73 (45%)	97 (60%)	66 (40%)	131 (80%)	21 (13%)	11 (7%)	163 (100%)
Actively planning	53 (33%)	106 (67%)	69 (43%)	90 (57%)	82 (52%)	77 (48%)	112 (70%)	22 (14%)	25 (16%)	159 (100%)
Neither	82 (35%)	151 (65%)	97 (42%)	136 (58%)	148 (64%)	85 (36%)	168 (72%)	36 (16%)	29 (12%)	233 (100%)
Total	180 (32%)	375 (68%)	256 (46%)	299 (54%)	327 (59%)	228 (41%)	411 (74%)	79 (14%)	65 (12%)	555 (100%)



**Table 7: Computer Processes Available to Respondents,  
As Indicated by Screening Questionnaire**

Function	Mini/Micro Mainframe		Both	Total
A. Cataloging	33 (24%)	99 (71%)	8 (6%)	140 (100%)
B. Circulation	16 (43%)	21 (57%)	0 (0%)	37 (100%)
C. Acquisitions	21 (46%)	23 (50%)	2 (4%)	46 (100%)
D. Serials control	36 (61%)	23 (39%)	0 (0%)	59 (100%)
E. Word processing	121 (75%)	37 (23%)	4 (2%)	162 (100%)
F. List processing	77 (66%)	38 (33%)	1 (1%)	116 (100%)
G. Electronic mail	42 (39%)	59 (55%)	7 (6%)	108 (100%)
H. Records management	43 (67%)	20 (31%)	1 (2%)	64 (100%)
I. In-house database creation and maintenance	80 (62%)	44 (34%)	5 (4%)	129 (100%)
J. Online searching	94 (30%)	210 (66%)	14 (4%)	318 (100%)
K. Interlibrary loan	22 (18%)	97 (78%)	6 (5%)	125 (100%)
L. Accounting/budgeting	59 (77%)	18 (23%)	0 (0%)	77 (100%)
M1. Computer assisted instruction	2 (50%)	2 (50%)	0 (0%)	4 (100%)
M2. Planning and management	0 (0%)	2(100%)	0 (0%)	2 (100%)
M3. NERAC	2(100%)	0 (0%)	0 (0%)	2 (100%)
M4. Surveys and research	7 (88%)	1 (12%)	0 (0%)	8 (100%)
M5. Union lists	2(100%)	0 (0%)	0 (0%)	2 (100%)
M6. Indexing	1 (50%)	1 (50%)	0 (0%)	2 (100%)
M7. Legal memoranda	0 (0%)	1(100%)	0 (0%)	1 (100%)
M8. Ordering	1(100%)	0 (0%)	0 (0%)	1 (100%)
M9. Publishing	1(100%)	0 (0%)	0 (0%)	1 (100%)
TOTAL	97 (26%)	252 (66%)	31 (8%)	380 (100%)

Table 8: Responses to Interview Questions from Libraries That Had Access to a Mini- or Microcomputer

1. What makes and models of equipment do you now have?

Alpha micro	1	(2%)
Apple	12	(26%)
Datamax	1	(2%)
Datapro	1	(2%)
Dataself	1	(2%)
Heath	1	(2%)
Hewlett Packard	1	(2%)
Intertec	1	(2%)
IBM PC/XT	13	(28%)
Other IBM	5	(11%)
Osborne	1	(2%)
Prime	2	(4%)
Texas Instruments	2	(4%)
TRS-80	1	(2%)
Victor	1	(2%)
More than one make/model	2	(4%)
Total	46	(100%)

2. When did you acquire your micro/mini?

1980	1	(2%)
1981	2	(4%)
1982	14	(31%)
1983	24	(53%)
1984	4	(9%)
Total	45	(100%)

3. What planning was done before the micro/mini was bought?

Consultant	1	(2%)
Cost/needs analysis	2	(5%)
Equipment comparison	4	(10%)
Feasibility study	1	(2%)
Library committee	1	(2%)
Other committee	8	(20%)
Librarian did all planning	20	(49%)
Other staff did all planning	4	(10%)
Total	41	(100%)

4. Who on your staff was most involved in the planning process?

Librarian	29	(63%)
Librarian and other staff	7	(15%)
Local organization staff	5	(11%)
Nonlocal organization staff	4	(9%)
Consultant	1	(2%)
Total	46	(100%)

5. Did you involve an outside consultant in the planning?

No	41	(89%)
Yes	5	(11%)
Total	46	(100%)

If yes, who?

Educator	1	(20%)
Headquarters staff	1	(20%)
Illinois library system	1	(20%)
Other librarian	1	(20%)
Private consulting firm	1	(20%)
Total	5	(100%)

How did the consultant help?

Formal report	1	(20%)
General advice	4	(80%)
Total	5	(100%)

6. How did you decide on the particular make(s) and model(s) of equipment to purchase?  
(Multiple responses possible)

Availability	2	(7%)
Compatability	4	(15%)
Price	4	(15%)
Recommendations from colleagues	10	(37%)
Reviews	4	(15%)
Sales representative	2	(7%)
Software availability	6	(22%)
Versatility	1	(4%)
Visit to computer store	3	(11%)
Total of respondents	27	(100%)

7. How did you get the money to buy the micro/mini?

Operating budget	16	(37%)
Capital budget	15	(35%)
Special grant	4	(9%)
Gift	5	(12%)
Other	2	(5%)
Combination	1	(2%)
Total	43	(100%)

8. Where is the computer located?

Office	18	(39%)
Staff work area	16	(35%)
Public area	10	(22%)
Other	2	(4%)
Total	46	(100%)

9. What kinds of software are you using?  
(Multiple responses possible)

Cataloging	1	(2%)
Circulation	1	(2%)
Communications	12	(26%)
Database management	26	(57%)
Graphics	1	(2%)
Programming languages	1	(2%)
Spreadsheet	15	(33%)
Statistics	3	(7%)
Word processing	34	(74%)
Total of respondents	46	(100%)

How did you acquire the software?

In-house	3	(7%)
Mail order	3	(7%)
Producer	1	(2%)
Store	16	(36%)
Vendor	21	(48%)
Total	44	(100%)



How did you learn what software was available?

Catalogs	1	(3%)
Colleagues	7	(18%)
Consultant	1	(3%)
Course/workshop/meeting	1	(3%)
System/consortium/network	1	(3%)
Reviews	5	(13%)
Sales representative	7	(18%)
Combination	16	(41%)
Total	39	(100%)

Has any of your software been written locally?

No	32	(70%)
Yes	14	(30%)
Total	46	(100%)

If yes, what kind of software?

Accounting and payroll	1	(7%)
Circulation	2	(14%)
Database management	5	(36%)
Interface	2	(14%)
Mailing list	1	(7%)
Report generator	1	(7%)
Simulation	1	(7%)
Unknown	1	(7%)
Total	14	(100%)

If yes, would this software be available to other libraries?

No	7	(50%)
Yes	5	(36%)
Maybe	2	(14%)
Total	14	(100%)

10. Is the computer available to your clientele, or only to library staff?

Staff only	16	(35%)
Clientele	30	(65%)
Total	46	(100%)

If the computer is available to the clientele, what do they use it for?

(Multiple responses possible)

Billing and accounting	4	(19%)
Database management	5	(24%)
Mailing lists	2	(10%)
Physical education	1	(5%)
Practice	1	(5%)
Reports	2	(10%)
Scientific/technical	4	(19%)
Simulation	1	(5%)
Software conversion	1	(5%)
Spreadsheet	2	(10%)
Statistics	1	(5%)
Word processing	5	(24%)
Total of respondents	21	(100%)

11. What service arrangements do you have for the computer?

Service contract	23	(50%)
Warranty	7	(15%)
No specific arrangements/ no response	16	(35%)
Total	46	(100%)

How satisfactory are those arrangements? Have you had any problems?

Unsatisfied, no problems	1	(2%)
Unsatisfied, problems	2	(5%)
Satisfied, no problems	31	(72%)
Satisfied, problems	9	(21%)
Total	43	(100%)

12. How were people trained to use the computer?  
(Multiple responses possible)

College/university/school	1	(2%)
Individual instruction	29	(63%)
In-house workshops	12	(26%)
System/consortium/network	1	(2%)
Vendor/store workshop	9	(20%)
No specific training	3	(7%)
Total of respondents	46	(100%)

13. a. What is the greatest advantage or benefit of having the computer?

Communications	1	(2%)
Database management	4	(9%)
Less paperwork	2	(5%)
No need for mainframe	1	(2%)
Online searching	6	(14%)
Simulation	1	(2%)
Time-saving	26	(59%)
Word processing	3	(7%)

Total 44 (100%)

- b. What is the greatest disadvantage or limitation of having the computer?

Computer not in library	5	(28%)
Cost	1	(6%)
Demand exceeds availability	1	(6%)
Down time	2	(11%)
Learning time	5	(28%)
Old data not in database	1	(6%)
Software limitations	3	(17%)

Total 18 (100%)

14. If you could do it all over again, what would you do differently?

(Multiple responses possible)

Better planning	5	(17%)
Better training	3	(10%)
Different hardware/software	19	(63%)
Different location	1	(3%)
Different vendor	1	(3%)
Get computer sooner	1	(3%)
Wait longer	1	(3%)

Total respondents 30 (100%)

15. What plans do you have for the future?

(Multiple responses possible)

Expand hardware	18	(50%)
Change hardware	3	(8%)
Expand software	14	(39%)
Change software	3	(8%)
Train more people	16	(44%)

Total of respondents 36 (100%)

16. What advice would you give to others who are thinking of acquiring a micro or mini computer?  
(Multiple responses possible)

Analyze needs carefully	18	(41%)
Computer is not a panacea	3	(7%)
Consult others	15	(34%)
Don't get frustrated	2	(5%)
Don't wait too long	11	(25%)
Involve appropriate staff	1	(2%)
It takes time	4	(9%)
Read a lot	3	(7%)
Shop carefully	8	(18%)
Use a consultant	3	(7%)
Total of respondents	44	(100%)



Table 9: Responses to Interview Questions from Libraries That Were Planning Access to a Mini- or Microcomputer

1. Why are you planning to acquire a computer?

Decision made elsewhere	9	(24%)
Expansion of services	5	(13%)
To keep up with the field	2	(5%)
To keep up with the organization	4	(11%)
To replace use of mainframe	4	(11%)
Time-saving	14	(37%)
Total	38	(100%)

2. What do you plan to do with the computer?  
(Multiple responses possible)

Acquisitions	6	(12%)
Budgeting/accounting	12	(24%)
Cataloging	8	(16%)
Circulation	9	(18%)
Database management	5	(10%)
Interlibrary loan	2	(4%)
Unspecified library functions	6	(12%)
Mailing/routing lists	5	(10%)
OCLC	7	(14%)
Online searching	18	(36%)
Serials	9	(18%)
Word processing	6	(12%)
Total of respondents	50	(100%)

3. Do you know what make you will get?

No	14	(27%)
Yes	37	(73%)
Total	51	(100%)

If yes, what?

Apple	5	(14%)
Battelle	1	(3%)
Commodore	1	(3%)
Data General	1	(3%)
Harris	1	(3%)
IBM PC/XT	22	(59%)
NBI	1	(3%)
NEC	1	(3%)
Texas Instruments	1	(3%)
Zenith	1	(3%)
More than one make	2	(5%)
Total	37	(100%)

4. Where do you plan to get the money for the computer?

Operating budget	22	(47%)
Capital budget	12	(26%)
Special grant	8	(17%)
Gift	3	(6%)
Other	2	(4%)
Total	47	(100%)

5. What kinds of software do you plan to get?  
(Multiple responses possible)

Cataloging	1	(2%)
Circulation	1	(2%)
Communications	6	(13%)
Database management	33	(73%)
Inventory	1	(2%)
Library functions	9	(20%)
Medical	1	(2%)
OCLC	2	(4%)
Spreadsheet	6	(13%)
Statistics	1	(2%)
Word processing	28	(62%)

Total of respondents	45	(100%)
----------------------	----	--------

Where do you plan to get the software?

Contract	2	(7%)
In-house	1	(3%)
Mail order	2	(7%)
Network/system	2	(7%)
OCLC	1	(3%)
Store	9	(30%)
Vendor	13	(43%)

Total 30 (100%)

Do you plan to write any software yourself?

No	48	(94%)
Yes	3	(6%)

Total 51 (100%)

If so, what kind?

Downloading	1	(33%)
Unknown	2	(67%)

Total 3 (100%)

6. Where will the computer be placed when you get it?

Office	10	(22%)
Staff work area	22	(49%)
Public area	13	(29%)

Total 45 (100%)

7. Will the computer be available to your clientele or only to library staff?

Staff only	14	(34%)
Clientele	27	(66%)

Total 41 (100%)

8. Who on your staff has been most involved in the planning for the computer?

Librarian	35	(69%)
Librarian and other staff	6	(12%)
Local organization staff	10	(20%)

Total 51 (100%)

9. What planning has been done so far?

Colleague survey	1	(2%)
Committee	13	(26%)
Cost/needs analysis	4	(8%)
Grants availability study	1	(2%)
Librarian did all planning	23	(46%)
Other staff did all planning	6	(12%)
User survey	2	(4%)
Total	50	(100%)

10. Have you used an outside consultant?

No	39	(76%)
Yes	12	(24%)
Total	51	(100%)

If yes, who?

Computer store	1	(9%)
Educator	1	(9%)
Private firm	4	(36%)
State library	2	(18%)
Statistician	1	(9%)
Library system	1	(9%)
Volunteer	1	(9%)
Total	11	(100%)

11. How does your staff feel about getting the computer?

Negative	4	(8%)
Positive	46	(92%)
Total	50	(100%)

12. How do you plan to train people to use it?  
(Multiple responses possible)

In-house workshop	5	(10%)
Vendor or store workshop	13	(27%)
Individual instruction	42	(88%)
Total of respondents	48	(100%)



13. What advice or help from other librarians who already have computers would be of most use to you?  
(Multiple responses possible)

Cataloging	1	(2%)
Courses and materials	19	(41%)
Does micro increase efficiency?	3	(7%)
General	3	(7%)
Hardware/software		
recommendations	20	(43%)
How to evaluate hardware/		
software	1	(2%)
Indexing	1	(2%)
Program sharing	1	(2%)
Public access	1	(2%)
User groups	2	(4%)
Vendors/suppliers/sources	5	(11%)
Total of respondents	46	(100%)

Appendix A

Illinois State Library  
Springfield, IL 62756

1984 Survey of Computer Use in Illinois  
Special Libraries and Information Centers

1. Name of library/information center \_\_\_\_\_
2. Complete mailing address and telephone number  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Library system \_\_\_\_\_
4. Name and title of person  
completing this survey \_\_\_\_\_
5. Is the organization in which the library/information center  
is located for-profit or not-for-profit?  
(Circle the number corresponding to your answer)  
For-profit ... 1  
Not-for-profit ... 2
6. What is the size of the library/information center's primary  
clientele?  
\_\_\_\_\_
7. Does your library now have, or are you actively planning to  
acquire, access to a mini- or microcomputer?  
(Circle the number corresponding to your answer)  
Now have ... 1  
Actively planning ... 2  
Neither ... 3
8. If you responded "1" or "2" to question 7, please provide the  
name and phone number of the person who would be most  
knowledgeable about the planning for and use of the mini or  
micro, and indicate the best times to call that person:  
\_\_\_\_\_

9. Please check below those computerized processes currently available to you, and the mode in which they are available.

Check column A if a particular function is available by using a mini-, micro-, or personal computer.

Check column B if a particular function is available by using a terminal to access a mainframe computer.

Function:	A	B
A. Cataloging	---	---
B. Circulation	---	---
C. Acquisitions	---	---
D. Serials control	---	---
E. Word processing	---	---
F. List processing	---	---
G. Electronic mail	---	---
H. Records management	---	---
I. In-house database creation and maintenance	---	---
J. Online searching (SDC, DIALOG, Medline, LEXIS, etc.)	---	---
K. Interlibrary loan	---	---
L. Accounting/budgeting	---	---
M. Other (please describe)		
1. -----	---	---
2. -----	---	---
3. -----	---	---

Thank you for completing this questionnaire. Please return it in the enclosed envelope to Dan Wallace, Library Research Center, 410 David Kinley Hall, 1407 W. Gregory, University of Illinois, Urbana, Illinois 61801.

A Complete List of Titles Published in the  
Illinois Library Statistical Report Series

- No. 1. Studies of Illinois Public Libraries Using Data from 1978-79 and 1979-80 (August 1981) 92p.  
Herbert Goldhor and Kathryn A. Prichard, "The Resources of Illinois Public Libraries in 1980: The Report of a Sample Survey," p. 1-63.  
Stephen M. Zumbo, "Volunteers in Illinois Public Libraries," p. 64-68.  
Susan Bonzi, "Nonresident Fees in Illinois Public Libraries," p. 69-75.  
Herbert Goldhor and James Tushinsky, "All Other Data From IPLAR," p. 76-85.  
Herbert Goldhor, "Trends in Illinois Public Library Statistics: 1960-1980," p. 86-92.
- No. 2. Danny P. Wallace, 1981 Survey of Illinois Special Libraries (April 1982) 125p.
- No. 3. Studies of Illinois Public Libraries Using Data from 1980-81 (June 1982) 57p.  
Judith Bessai and Herbert Goldhor, "Fringe Benefits of Illinois Public Library Employees," p. 1-43.  
Susan Bonzi and Herbert Goldhor, "Head Librarians in Illinois Public Libraries," p. 44-51.  
Herbert Goldhor, "Interlibrary Loans of Illinois Public Libraries," p. 52-57.
- No. 4. Herbert Goldhor, Analysis of Responses to the Public Library Supplemental Annual Report for 1980/81 (July 1982) 39p.
- No. 5. Herbert Goldhor, Results of a Survey of Illinois Academic Libraries Affiliated with ILLINET (August 1981) 20p.
- No. 6. Herbert Goldhor and Cora Thomassen, The 1981 Survey of Illinois Public School Library Media Centers (January 1983) 73p.
- No. 7. Sharon L. Baker, Two Studies of Illinois Public Libraries: An Adult User Survey; and Fines, Fees and Charges Levied (May 1983) 73p.
- No. 8. Danny P. Wallace, Performance Measures in Illinois Special Libraries (July 1983) 49p.
- No. 9. Katharine Phenix, Analysis of the 1981/82 HEGIS/LIBGIS Responses of Illinois Academic Libraries (August 1983) 65p.
- No. 10. Danny P. Wallace, An Index of Quality of Illinois Public Library Service; and Herbert Goldhor, The Comparative Performance of Illinois Public Libraries (June 1983) 54p.
- No. 11. Robert Daugherty and Lois Pausch, Bibliographical Instruction in Illinois Academic Libraries: A Survey Report (October 1983) 86p.



- No. 12. Herbert Goldhor, Report of an Adult Patron Survey in a Sample of Illinois Public Libraries in Spring 1983; and Christopher E. Jocius, Subject Index to Illinois Library Statistical Report Nos. 1-12. (December 1983) 32p.
- No. 13 (May 1984) 59p.  
Danny P. Wallace, "Salaries and Expenditures of Illinois Special Libraries, 1983," p. 1-41.  
Timothy O'Hanlon, "Turnover Of Head Librarians in Illinois Public Libraries in 1982/83," p. 42-46.  
Herbert Goldhor, "Hours of Illinois Public Libraries in October 1982," p. 47-53.  
Herbert Goldhor, "Effort vs. Ability to Pay for Local Public Library Service in Illinois," p. 54-57.
- No. 14. (August 1984) 111p.  
S. L. Baker, "A Survey of Illinois Public Library Trustees," p. 1-60.  
Danny P. Wallace, "An Index of Quality of Illinois Public Library Service, 1983," p. 61-84.  
Herbert Goldhor, "An Index of Leading Indicators," p. 85-103.  
Distribution of Illinois Public Libraries by Population Served & by Library System: 1982-83, p. 104-109.
- No. 15. (November 1984) 81p.  
Loriene Roy, "Sources of Books for Adults in Eight Illinois Communities," p. 1-42.  
S. L. Baker, "The Ratio of Professional Librarians to Other Employees of Illinois Public Libraries, 1978 to 1983," p. 43-65.  
Herbert Goldhor, "Trends from 1978 to 1983 in Assessed Valuation, Tax Rate, and Local Government Receipts of Illinois Public Libraries," p. 66-80.
- No. 16. Terry L. Weech, Final Report on Phase II of Project to Devise and Test a Technique to Monitor Interlibrary Loan and Information Requests at the System Level (January 1985) 90p.
- No. 17. (May 1985) 152p.  
Jeanette M. Drone, "Survey of Public Libraries' Use of and Experience with Illinois Library System Services," p. 1-20.  
Loriene Roy, "An Index of Quality of Illinois Public Library Service, 1984," p. 21-45.  
Herbert Goldhor, "Some Aspects of Professional Librarians' Salaries in Illinois Public Libraries in 1982/83," p. 46-49.  
"Distribution of Illinois Public Libraries by System and by Type of Government: 1983," p. 50.  
Tracy Slein and Beth Kowski, "The Use of Microcomputers in Illinois Academic Libraries," p. 51-141.  
S. L. Baker, "Library Resources and Practices of Illinois Public Libraries: Analysis of the 1984 Supplemental Annual Report," p. 142-186.

As long as they are in print, copies of these reports are available without charge, upon request to the Publications Unit, Illinois State Library, Centennial Building, Springfield, IL 62756.



UNIVERSITY OF ILLINOIS-URBANA  
027.8K581N C002  
1982 SURVEY OF ILLINOIS SCHOOL LIBRARY M



3 0112 115708031